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ABSTRACT

The motivation of this project was a desire on the part of the Harvard Business School to augment equality of career opportunities in management for minority group members and to insure expanded managerial training so that new capabilities would be developed to match new opportunities. This document describes programs undertaken by the faculty and administration of the school in the areas of recruitment, selection, financial aid, curriculum, and career development. Programs are placed in context to show how special efforts for minorities relate to efforts being made along the same lines to serve the entire school population. Observation by members of the faculty and administration of the minority experience, both while at Harvard Business School and on leaving the school, seemed to indicate that when objective measures were applied to various aspects of the program experience, the experience of minority students did not differ to any significant degree from that of their nonminority counterparts having the same background. (Author/KE)

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Final Report

Project No. 0588
Grant No. OEG-070-5072

John H. McArthur
Harvard University
Cambridge, Massachusetts 02138

RESEARCH PROJECT CONCERNING STUDENTS FROM MINORITY GROUPS

June 1974

U.S. DEPARTMENT OF HEALTH, EDUCATION, AND WELFARE

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FINAL REPORT
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John H. McArthur
Harvard University
Cambridge, Massachusetts 02138

June 1974

The research reported herein was performed pursuant to a grant with the Office of Education, U.S. Department of Health, Education , and Welfare. Contractors undertaking such projects under Government sponsorship are encouraged to express freely their professional judgment in the conduct of the project. Points of view or opinions stated do not, therefore, necessarily represent official Office of Education position or policy.

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HARVARD UNIVERSITY

GRADUATE SCHOOL OF BUSINESS ADMINISTRATION

GEORGE F. BAKER FOUNDATION

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SOLDIERS FIELD
BOSTON, MASSACHUSETTS 02163

JUNE, 1974

TO: Office of Education
U. S. Department of Health, Education, and Welfare

RE: FINAL REPORT
Project No. 0-0588
Grant No. OEG-0-70-5072

This report outlines and explains the nature and impact of a set of activities undertaken here in recent years around the interests of disadvantaged minority students. In submitting this report, we are particularly concerned that our overall favorable evaluation of the entire experience not be misunderstood or misrepresented by anyone out of context. The growing number of minority students enrolled here have markedly enriched all of our educational programs for the entire community. We can also see from the early employment experiences of our minority alumni that they are successfully filling significant managerial roles. Of course, not all of the particular undertakings reported here were successful. This is our normal experience in any series of untried educational endeavors. Overall, however, we have been successful and our commitment to the objectives we have held to increase the numbers of minority students and improve both their educational experience and their impact on the learning of the rest of this community has only recently been reaffirmed by the Faculty.

Lawrence E. Fouraker
Dean

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INTRODUCTION

This is the Final Report of a 3-year "Research Project Concerning Students from Minority Groups" (Project 0-0588). A Progress Report was submitted in May 1972. Further discussion of the scope of the work was provided in a 22 November 1972 letter to Mr. Richard B. Otte, Task Force for Field Initiated Studies, National Institute of Education.

Although termed a Research Project, this project as proposed had a dual thrust. First it was a proposal for several courses of action having a goal: to identify aspects of the Master in Business Administration Program at Harvard which can and should be modified in order to make the program more effective in providing its services to disadvantaged minority students; and to document modifications actually undertaken. Second we proposed to evaluate the effectivenss of the modifications in achieving the aim of developing careers in administration for minority group members; and to report our findings. In order to arrive at a comprehensive overview of the MBA Program experience at Harvard, it was proposed to study each of the three major stages through which a student progresses toward a professional career: recruitment and admission to a professional school; the education program of the school; and placement and advancement in a career. The results were expected to be of interest to similar programs at other graduate business schools and perhaps at professional schools generally.[1]

The project was conceived by Harvard and accepted by the Departments of Health Education and Welfare and of Labor at a time when inquiries into the lives of individuals and groups for what were considered to be humanitarian and valid purposes were generally acceptable. The motivation for this particular project was a desire on the part of certain members of the faculty of the Harvard Business School to augment equality of career opportunities in management for minority group members and to expand managerial training for these individuals to insure that new capabilities would be developed to match new opportunities. The project began at a time when the school was initiating a broad array of new actions aimed at improving minority career opportunities in the United States.

Programs and Documentation

At the time of the proposal, the Harvard Business School had embarked on a major recruiting effort to increase the number of minority students in the MBA Program and it was the opinion of the proposers that a report of the experiences of the school community and of its minority graduates would be of value at least to us and to other graduate schools of administration and to members of minority groups who seek advancement through careers in management.

---

[1] See Abstract of Proposal: Research Project concerning Students from Minority Groups, May 6, 1970.

As stated in our proposal, it was our belief that two broad underlying forces had historically operated to keep minority membership in the profession of administration at a minimum; economic deprivation, operating to prevent availability of education for management and ethnic prejudice in the market place acting to limit severely critical positions and subsequent advancement. The courses of action contemplated and carried out at the Harvard Business School did and do now address themselves to the overcoming of these obstacles to minority careers in management.

In the pages of this report that follow, we have described programs undertaken by the faculty and administration of the school in the areas of recruitment, selection and financial aid, curriculum, and career development. We have tried in our report to place these programs in context by showing how special efforts for minorities related to efforts being made along the same lines to serve the entire school population.

Observation by members of the faculty and administration of the minority experience both while at Harvard Business School and on leaving the school, seemed to indicate that when objective measures were applied to various aspects of the program experience, the experience of minority students did not differ to any significant degree from that of their non-minority counterparts having the same background. For example, some minority students need tutorial help: so do some White students. Not many White students are interested in courses in ghetto business; neither are many minority students. Both minority and White students welcome information on life in the careers for which they are fitting themselves. From these observations, we conclude:

> Minority students have the same academic problems as White students with comparable undergraduate preparation.
>
> Minority students, like White students, are indifferent to courses that do not relate to the careers they anticipate.
>
> Minority students and White students alike look forward to jobs that will give them an opportunity to prove themselves as professionals and to grow and to be rewarded accordingly.

In some non-quantifiable respects, however, faculty and administration members have observed that the minority experience is different from that of other students. There are a few different aspects of the experience that are perceived by minority students to be real, which are in fact experiences shared by non-minority students. An example of this would be the acute lack of self-confidence felt by many students in the beginning months of the two-year program. An example of a very real difference in the minority experience would be the sense of obligation and mission as minority members which generates a pressure of its own and

is reinforced by the minority social organizations on campus. The objective of our efforts is of course to erase differences which would pose a threat to the educational and career advancement of students in minority groups.

It is also important to record here at the beginning of this report our findings about the overall impact of these initial minority-related activities and experiences on the school as a whole. The changes reported herein have left a profound and lasting imprint on this institution.

Apart from this general outcome, our recent efforts to change the minority experience at Harvard Business School have led to new programs and resource allocations in the specific areas of recruiting and admissions, financial aid, the curriculum, and course development and placement. Better understanding of the specific problems faced by disadvantaged minorities in each of these areas led us to see opportunities for substantial improvement that have benefited the majority of students and faculty alike in the MBA Program. Appendix I, a recent faculty report relating to certain aspects of these matters, reconfirms the permanence and nature of the support towards our objectives regarding minorities in the MBA Program.

As a result of these activities and the efforts of a great many people, including especially those of the minority students and alumni, the school is committed to a continuing and expanding program of affirmative action. What began as affirmative action in the MBA Program has rapidly enlarged to include all of the school's education programs, and now covers actions aimed at, not only these several student populations, but also encompasses a broad commitment towards the opening up of new educational and career opportunities to minorities and women at the school.

Formal Research and Statistics

As written, the Final Report stresses programs and descriptive data. The proposal of May 1970 called for, in addition to the documentation of programs and program changes, an examination and analysis of certain student and graduate statistical data; some of which were to be obtained from admissions folders and student academic records, the rest to be obtained by a survey. At the time our proposal was made and accepted, these were viewed as reasonable and feasible procedures to carry out in connection with research having as its goal the improvement of a human condition or activity. After the Research Project had gotten underway, however, two important constraints arose. First, responding to faculty and student pressure the University and the Business School implemented major policy changes concerning the use of student data. We reproduce here the policies as enacted in order to indicate the extent of the constraint imposed by them.

ORGANIZATION OF AND ACCESS TO APPLICANT, STUDENT, AND ALUMNI FILES

Admissions File. Information about applicants to the MBA Program is confidential and restricted to those responsible for the implementation and review of regular admissions procedures. After an admissions decision has been made, responsibility for access to the file rests with the

Director of Admissions for the MBA Program. Only members of the faculty and administration who require the information for official school purposes, such as the deliberation of the Academic Performance Committee or the Financial Aid and Fellowship Board, will have access to it (on a confidential basis) except with the written permission of the applicant. Under these procedures, the materials in the admissions folder will not ordinarily be made available to individual faculty members.

Student File. While a student is at the school, the Registrar's Office compiles a second file for him. This file contains 1) a record of his academic achievement at the school, 2) the data which he provides at the time of registration, and 3) papers related to his tenure as a student at the school. This information also is treated in confidence. Responsibility for access to this file rests with the Assistant Dean for Educational Administration in the MBA Program, and is limited to those members of the faculty and administration who require the data for official school purposes. Under these procedures, the record of a student's academic achievement at the school is available to the Academic Performance Committee and to faculty members and groups of faculty members who are asked to evaluate the academic progress of students for purposes of the Academic Performance Committee. This record is not ordinarily available to an individual faculty member in connection with the course in which a student is enrolled, except with the written permission of the student.

Medical File. The medical record of a student in the Medical Office of the school is considered to be confidential between the doctor and the student. Its release to other than members of the medical staff must be authorized by the student and approved by the medical officer.

Alumni File. This file is started when a student graduates. Access to it rests with the Director of Alumni Programs on the same basis as the Admissions and Student files. The latter, however, are not transferred to the alumni file, and responsibility for them remains with the admissions officer and administrative officer of the MBA Program.

At the same time and as another aspect of the same concern for privacy and security of personal data, ethnic groups here in Boston and in other areas of the country developed a strong sense of group privacy and resentment at being the focus of study carried out by academics and other research groups. This became an important public issue and a school issue at about the same time and has impacted the quantitative data in certain areas of this report. Our Final Report, therefore, does not contain certain of the statistical material called for by the proposal of May 1970.

The report is organized into three sections: "Recruitment and Selection," "Curriculum," and "Career Development and Placement."

"Recruitment and Selection" examines the processes by which the Harvard Business School Admissions Office searches for, identifies, and encourages qualified minority students to attend the MBA Program. The "Curriculum" section characterizes the academic structure and dynamics of the MBA Program, with particular concern for its realities and relevance for minority students. And the "Career Development and Placement" segment considers the question of students' career goals and post-HBS implementation of their MBA degree.

"Recruitment and Selection," "Curriculum," and "Career Development and Placement" are, of course, interdependent and dynamic processes. It is hoped, however, that this discrete approach provides a coherent framework for understanding the role of Harvard Business School in the education of minority students for careers in business administration.

1. RECRUITMENT AND SELECTION

1.1. General

The role of the Admissions Office at Harvard Business School is to ensure first the quality and then the size of each class entering the MBA Program. The market of candidates includes graduating college seniors, men and women working in business or other organizations, and military veterans being released from active duty.

The MBA Program at HBS has always attracted a large number of well qualified applicants. In fact, it is asserted that once a candidate is admitted to HBS it is unlikely that he will attend any other MBA program: no more than 5% of HBS admits refuse admission to attend another MBA program.

To maintain the high quality of candidates for a Harvard MBA, the Admissions Office must keep abreast of the trends in graduate education and the business world.

1.2. The Market for MBA Programs

A study by the HBS Director of Admissions explains the HBS approach to recruitment and selection in light of current rends in the market of candidates for graduate business schools.

Comparison of the number of candidates taking the Admission Test for Graduate Study in Business (ATGSB) and those taking the Law School Admission Test (LSAT) indicates that although in past years the ATGSB volume has been greater, the LSAT volume has increased substantially (Table 1-1). Since 1970-1971, the LSAT volume has exceeded that of the ATGSB. This factor is important because business schools are in direct competition for students with law schools.

Another important trend in the candidate market is the decreasing number of junior officers from the military services available as potential MBA candidates (Table 1-2). Military veterans have for many years been the largest segment of the work-experienced members of the MBA

Table 1-1

CANDIDATE VOLUME: GRADUATE TESTING PROGRAMS

(in thousands)

	58-59	59-60	60-61	61-62	62-63	63-64	64-65	65-66	66-67	67-68	68-69	69-70	70-7
GRE	87	99	126	148	178	213	253	291	328	369	401	277*	333
NTE	15	15	16	28	28	37	60	95	98	99	107	105	117
ATGSB	8	9	13	15	19	24	32	41	47	55	67	79	90
LSAT	17	20	23	26	31	38	39	45	47	50	59	74	107
TOTAL GRAD. PROG.	127	143	178	217	256	312	348	472	320	573	634	552	644

*Does not include Institutional Tests.

Source: Educational Testing Service.

Table 1-2

RATE OF RELEASE FROM ACTIVE DUTY: JUNIOR OFFICERS
(2nd Lt. - Major or Ensign - Lt. Cdr.)

Year	Army	Navy	Air Force	Total*
1962	8,500	5,379		13,879
1963	20,300	8,110		28,410
1964	14,600	7,009		21,609
1965	13,400	7,584		20,984
1966	13,200	7,614		20,814
1967	14,200	8,806	9,456	23,006
1968	16,800	8,677	10,729	25,477
1969	26,200	9,992	13,660	36,192
1970	34,900	15,572	13,282	50,472
1971	30,000	12,837	11,777	42,837
1972	15,500	9,765	12,616	25,265
1973	11,700	9,108		20,808
1974	10,000	9,482		19,482
1975	8,800	9,365		18,165
1976	8,800	9,306		18,106

* Since complete data were not available from the Air Force the total column includes only the Army and Navy.

entering classes. The decreasing pressure of the draft no doubt has further cut back the number of students attending graduate schools.

Still another factor that may have recently influenced the market for business schools is an apparent shift in the career interests of college students. Psychologist David P. Campbell in The Personnel and Guidance Journal, February 1969 reported a marked increase in interest in the scientific and academic professions and a decline in interest in business-related occupations. However, one HBS Admissions Officer asserted, to the contrary, that college students are beginning to look toward business for a career with "impact." Those students who formerly felt that only careers in law, civil rights, and community organizations provided the best opportunities to change society seem to be increasingly aware of the power and influence of the private sector and the necessity for management skills.

For a few years, also, some MBAs may have been affected by a weak employment market, in line with the whole employment market. This trend, coupled with a rise in tuition costs, may have discouraged some potential candidates. (Employment opportunities for the Class of 1973 were excellent, however, as they have been generally over time for our MBAs).

Figure 1-1 plots MBA applications for the past twenty years in relation to periods of recession and expansion. While this is a very rough attempt to relate the effects of the economy to applicant volume, it does show that the onset of an economic recession was followed by a decline in total applications. This decline in number of applications has not led to any deterioration in the quality of the classes admitted and enrolled by any measurable criteria.

Table 1-3 supports the fact that HBS applicant pool is increasing in age. It also illustrates a shift away from people with liberal arts backgrounds and toward those with technical backgrounds. This could be a function of the job market for people from these fields as well as their career interests and their perceptions of the Harvard Business School as a way of furthering their personal objectives.

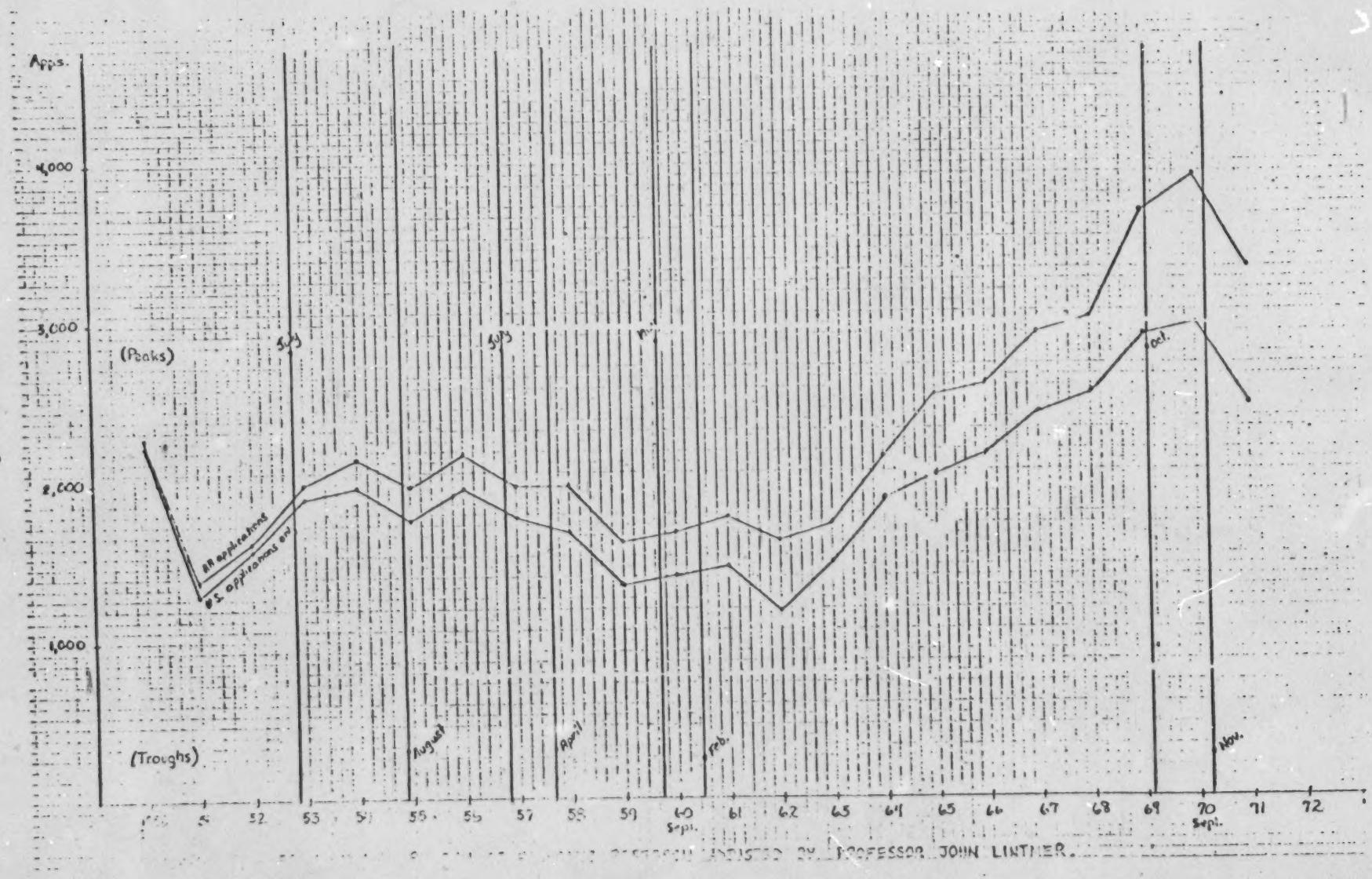
It has been suggested that HBS has attracted most of its students in the past from among those who either had an early exposure to management at home or who were exposed to it in the early stages of a non-management career (engineering, military service, etc.). A major task of the recruiting team, according to the Director of Admissions, is to communicate about the Harvard MBA Program to those people who have been exposed to management and to provide a broad spectrum of information on the challenges and satisfactions of a management career to those who have had little or no exposure to it.

1.3 HBS Recruitment of Minority Students in the 1960s

The 1960s brought an increased awareness at HBS of the need to encourage minority-group members (Blacks, Puerto Ricans, Mexican-Americans, and American Indians) to seek education for careers in business administration. Nonetheless the implementation of this goal into recruitment activities was uneven.

Figure 1-1

MBA Applications vs. Periods of Economic Expansion and Recession



SOURCE: RESEARCH INSISTED BY PROFESSOR JOHN LINTNER.

Table 1-3

SHIFT IN THE TOTAL HBS APPLICANT POOL BY PERCENT

AGE	1966	1967	1968	1969	1970	1971
23 & under	41.6	42.4	38.8	34.9	28.9	28.3
23 - 24	26.1	21.8	20.3	20.6	25.3	24.3
25 - 26	15.6	16.3	18.5	20.0	19.7	22.6
27 - 28	8.8	9.8	10.5	12.6	13.7	12.3
29 & over	7.9	9.6	11.8	11.9	12.4	12.5
	100.0	100.0	100.0	100.0	100.0	100.0
VETERANS						
U.S. Total	21.7	21.5	23.7	25.6	27.6	27.5
Army	8.4	9.8	11.1	12.2	13.0	12.0
Navy	7.8	7.9	6.7	7.6	8.7	9.4
Air Force	2.8	2.1	3.3	3.3	3.2	3.0
Other	2.7	1.6	2.6	2.6	2.6	3.0
Foreign Vets.	3.0	3.5	3.8	4.9	4.8	4.2
Active Duty	1.2	1.7	1.6	1.0	1.3	1.0
Non-veterans	74.1	73.4	70.9	68.5	66.3	67.3
	100.0	100.0	100.0	100.0	100.0	100.0
MARITAL STATUS						
Single	72.5	70.8	70.6	66.3	64.7	64.7
Married	27.5	29.2	29.4	33.7	35.3	35.3
Mar., with children	10.1	11.1	12.1	12.2	12.8	13.0
	100.0	100.0	100.0	100.0	100.0	100.0
MAJOR						
Engineering	23.0	23.5	21.3	22.0	22.5	22.7
Physical Sci.	10.0	8.6	10.0	11.0	11.5	11.7
Humanities	14.5	13.8	15.7	13.2	13.0	13.0
Bus. Adm.	22.0	22.3	20.1	21.3	21.4	22.7
Economics	17.2	17.7	19.3	17.6	17.7	26.3
Soc.Sci. - Govt.	9.3	9.7	10.4	10.7	9.5	
Others	3.9	4.5	3.3	4.2	4.4	3.5
	99.9	100.1	100.1	100.0	100.0	100.0

Prior to the 1967-1968 recruiting season, the number of minority applicants was small. To interest a greater number of minority students in attending Harvard Business School in the fall of 1968, HBS Admissions officers initiated several visits to predominantly Black colleges. A total of forty minority (mostly Black) applications were received for Fall 1968; thirty-one candidates were admitted, and twenty-eight enrolled.

Recruitment of minority students became more intense for Fall 1969 and Fall 1970, and Admissions personnel visited a larger number of Black schools as part of the general college recruitment program. Like all college visits, these were planned and advertised well in advance.

Minority applications increased more than four-fold and minority admissions more than doubled from 1968 to 1969 (Table 1-4). In the following two years, applications continued to rise, with the number admitted increasing slightly.

In an effort to encourage more Mexican-American students to seek educational opportunities, the United Mexican-American Students (UMAS) at Harvard, including representatives of HBS, undertook its own recruitment program in 1969-1970. The UMAS recruiting efforts were concentrated in six states, which contained a substantial majority of the Mexican-American population. Their program was energetic, well organized, and quite successful. A total of 1100 high-school and college students were interviewed, and 200 applications were generated, with about sixty students accepted by the schools represented. Seventeen Mexican-Americans applied to HBS for Fall 1970; ten were accepted, and six enrolled. For Fall 1971, forty-six Chicanos applied, nineteen were admitted, and fifteen enrolled.

While the UMAS recruitment program was the most active and organized effort by a single group of students, other minority students participated individually in the recruitment process for some years. In July 1970, Gale Merseth, HBS Director of Admissions from 1971-1973, described the important role played by minority students in the HBS admissions process at that time:

> In the early stages of developing a recruiting program, recruiting trips by students who are members of minority groups can be very useful. In fact, the efforts of minority students at HBS were just about the only way we had to begin to recruit effectively in minority communities. There are several reasons why student recruiting efforts are important. One reason is the ability of minority students to relate their experiences at HBS to people who perhaps come from similar backgrounds and are not acquainted with a system like HBS. For any person to make a change from one cultural setting to a very different one requires a good deal of adjustment. It is easier for one minority student to relate the relevance of an HBS education to the kind of career plans and personal development which minority students have and which might be different from other students in the program. The third reason is that an institution has a limited amount of resources to devote to something like starting up a specialized recruiting program. In the early stages there

Table 1-4

Minority Admissions Statistics

(class entering 1968 - class entering 1972)

Academic Year (Breakdown by Minority Group)	Total Number Applications Received	Total Number Admitted	Total Number Enrolled
1968-69			
Blacks	38	29	26
Mexican Americans	1	1	1
American Indians	1	1	1
Puerto Ricans	0	0	0
TOTAL	40	31	28
1969-70			
Blacks		76	67
Mexican-Americans		3	3
American Indians		0	0
Puerto Ricans		4	3
TOTAL	182	83	73
	(less 10% incomplete)		
1970-71			
Blacks	205	79	60
Mexican-Americans	17	10	6
American Indians	4	4	4
Puerto Ricans	4	3	1
TOTAL	230	96	71
1971-72			
Blacks	263	71	50
Mexican-Americans	46	19	15
American Indians	0	0	0
Puerto Ricans	11	4	4
TOTAL	320	94	69
1972-73			
(as of 8/11/72)			
Blacks	197	64	54
Mexican-Americans	26	9	8
American Indians	8	11	10
Puerto Ricans	21	4	2
TOTAL	252	88	74

is a large start-up cost which results from having to do a great deal of visiting to areas and colleges with which there has been little contact. Given that an institution has limited resources for recruiting, by utilizing the efforts of student recruiters it is possible to greatly extend the reach of a given budget.

There are several problems which must be kept in mind when using student recruiters to make trips. Probably the most important of these is the trade-off that must be made by students who are making trips between time spent on recruiting efforts and time devoted to academic requirements. We must be careful not to draw too heavily on the time and energy of individual students for a recruiting program at the expense of their other activities.

Currently, the use of students in the recruitment and selection process is not encouraged, partly for the very reason expressed in the last statement. The academic pressures on MBA students are too great to allow them to participate to any large extent without sacrificing their own progress and energy.

Several other factors enabled the Admissions Office to rely less on students for help in recruitment. As the minority recruitment program matured, more members of the minority community became aware of the MBA Program. Secondly, as the HBS student body became more culturally diverse, minority members were encouraged, through the example of others, to consider the MBA Program. In addition, Admissions personnel became increasingly knowledgeable of the more successful methods of recruiting minority students and more understanding of the applicants' cultural experiences and how they related or could relate to HBS.

Efforts to recruit minorities in the 1960s focused largely on college students. Although HBS has always encouraged candidates who have exhibited qualities of leadership and success in non-academic as well as academic settings, no approach to the experienced market of minority-group members was formalized at that time. This factor is reflected in the fact that the minority students entering HBS in Fall 1968 were relatively young, with little post-college experience. Nearly three-quarters of the group were under twenty-five. In later years, the average age of the minority students increased, to conform more closely to the class norm which confirms HBS' particular interest in the work-experienced candidate.

During this time, also, minority recruitment was in many respects distinct from general recruitment. Special vehicles for recruiting were emphasized - visits to Black schools and the use of minority students and minority personnel to recruit other minorities. HBS' minority-recruitment program has moved away from specialized minority recruitment and toward its greater integration into the overall recruitment program. At the same time, however, a top priority has remained the recruitment of increasing numbers of well qualified minority members for participation in the Harvard MBA Program.

1.4. HBS Recruitment of Minority Students Today

The evolution in the recruitment of minorities for the MBA Program at HBS has now moved away from special devices and toward general recruiting that applies to all. Thus a visit to a Black college is only incidentally the job of a Black recruiter. The publications of the Admissions Office indicate the diversity of the HBS population; there are no specialized brochures for individual groups.

Furthermore, there has been an evolution in the philosophy of the admission of minority students. No longer is the emphasis so largely on recruiting and admitting numbers of minority students. HBS has increasingly emphasized the recruitment and admission of only those minority candidates who are qualified to succeed academically and who can also become good managers.

Harvard has remained committed to provide one academic program for all students and to reject the establishment of a secondary curriculum for disadvantaged students. This has been the clear preference of our minority students and alumni. The thrust of HBS' recruitment effort is to present a realistic view of the program in all its facets. Potential students must be prepared for substantial academic pressures and cognizant of the interplay of non-academic and social patterns at the school.

A number of factors will enable the successful implementation of this new recruitment and admissions approach of seeking only minority students with top academic credentials. The first is a general renewing of many students' interest in the private sector as a means to effect social change. Minority students reflect this and other trends common to today's young adults. Secondly, with increasing opportunities for Blacks and other minority members to obtain college degrees, there are more minority business-school candidates whose abilities match HBS admission standards. And finally, as more minority students attend HBS and graduate from its MBA Program, news and evidence of their efforts and success reach two important sectors: potential minority candidates and potential employers. A pool of candidates reinforces the recruitment program. A pool of employers encourages continued financial support by government and business and expands the number of meaningful job opportunities available to minority managers. The full participation of well educated minority members in the field of business administration remains a primary goal of Harvard Business School.

1.4.1. College Recruiting

The HBS recruitment philosophy is applied to two different markets: graduating college seniors and members of the work force or military services. The college market continues to be an important source of minority students.

Successful college recruiting demands careful advance planning and consistent follow-up with personnel at the colleges and universities. In the past two years, the HBS Admissions Office has concentrated on getting feedback from the colleges about HBS recruitment procedures and

approach. Considerable time has been spent in setting up stable, long-term contacts and arrangements. To derive the greatest benefit from these efforts, the HBS team must present the MBA Program in realistic terms to the students and to college guidance counsellors.

Maintaining consistent relationships with college personnel was discovered to be vital through the early attempts to recruit minority students. In an effort to attract the attention of minority students at a particular campus, HBS recruiters usually called in advance to Black or Mexican-American student groups, or to similar student organizations. Depending on the person contacted or even the strength of the student group, the recruiter might see a sizeable number of students or none. Generally, however, the student contacted did not have enough time or experience to organize a profitable visit for the recruiter. Furthermore, the organization's officer was usually a senior, and regardless of the effectiveness of the visit, the contact was transient with few residual benefits for HBS or the college for future recruitment. As a result of this experience, the HBS Admissions Office now seeks to formalize college contacts through university administrators rather than through students, making known its serious intent to recruit and admit well qualified minority students.

Initial efforts to recruit Black students focused on Black schools. In 1970-1971, 112 schools were visited, of which 42 were primarily Black. It was assumed that Black schools were the best source of Black students. Today, however, private, traditionally White colleges and universities are the major source of minority students admitted to HBS. This trend toward recruiting more of our minorities at non-minority colleges is expected to continue because HBS recruiters see more HBS-qualified minority students at these schools. The recruiting team can usually see a larger number of qualified minority candidates at a traditional HBS "feeder" school than at a Black school; thus the team's efforts are generally more efficiently expended. This trend is confirmed by data from COGME. While the first group of COGME* fellowship recipients were mostly graduates of Black schools, the majority of today's COGME fellows have attended traditionally white colleges and universities. (see page 18 COGME history).

Other vehicles used to reach the college market include mailing informative literature to college guidance counsellors, student groups, faculty members and administrators. In January 1972, for example, the HBS Admissions Office sent 150 personal letters explaining the MBA Program, application requirements and information concerning COGME fellowships to American Indians graduating from colleges and universities with degrees in fields that might be appropriate backgrounds for careers in business administration. These and other efforts generated seven applications from American Indian candidates; other efforts included informative letters to students and Bureau of Indian Affairs officials and visits to American Indian communities.

The rewards of effective college recruiting are often delayed. In many instances, the student who is informed about the MBA Program by a HBS recruiter at his college is motivated some years later to seek an MBA degree. In fact, most students and applicants are encouraged to gain some

full time work experience before they apply to HBS. It is strongly felt by the HBS Admissions Office that students who enroll in the MBA Program after having worked for a few years after college will get more out of the educational experience at HBS. A small number of applicants are accepted into the MBA Program with the understanding that their enrollment will be deferred a year or two until they have gained full time work experience.

1.4.2 The Experienced Candidate

The 1972-1973 recruiting season was largely concerned with the renewal of efforts to reach work-experienced MBA candidates. The vehicle with the greatest potential toward this end is the HBS network of College Relations Committees (CRC) comprised of HBS alumni. Committees are located in thirty-five U.S. cities, three Canadian cities, and San Juan, Puerto Rico. The CRCs were formed seven years ago for general recruiting purposes. Their level of activity declined in the late 1960s with little attention from the Admissions Office during a time of soaring applications.

The renewal of CRC activity became a major thrust of the 1972-1973 recruiting season for two reasons. The first was the recognition of the great influence of alumni in bringing potential MBA candidates from a point of interest in the program to actual application. In a questionnaire distributed to students entering HBS in Fall 1971, contact with alumni was cited as of prime importance in a student's motivation to apply to HBS. The second factor in the decision to revive the CRC network was the need to respond to a declining pool of experienced candidates. It was hoped that effective recruiting by HBS alumni (with the guidance of the Admissions Office) would revitalize the search for experienced MBA candidates.

To implement these goals, an attempt was made to involve recent MBA graduates in the CRCs. It was assumed that younger HBS alumni would be more effective in presenting a realistic picture of HBS today:

They are in closer touch with the current MBA Program.
They can relate well with the recruits.
They have not exalted the memory of this HBS experience.

Enlisting the aid of more recent MBA graduates is particularly important in the effort to present a realistic picture of what life at HBS would be like for a minority candidate. Although individual MBA students' experiences at HBS are different, it would be fair to say that there are special facets of the contemporary HBS experience that are of particular interest to minority candidates.

A further task was to re-educate CRC members to current recruiting goals. Minority recruiting was given top priority. Local strategies for recruiting were developed as appropriate. In every area where there are minority alumni, the CRC chairman was encouraged to involve minority alumni in his activities. Minority alumni, however, are among the most recent graduates of the MBA Program, and many feel they are too involved in the early states of their careers to devote any significant time to outside activities.

In addition to the College Relations Committees, other vehicles are used to reach the experienced candidate. A new brochure, "Is It Worth the Effort?" was published and included in the Admissions packet sent to colleges, businesses, government agencies and other correspondents. This brochure emphasizes the diversity of MBA candidates and their career interests. Reprints of an article that appeared in Newsweek, March 6, 1972, describing the business venture of two recent Black Harvard MBAs, were also distributed extensively to illustrate the real opportunities for minority MBAs. Other mailings included a letter to forty black businessmen on Wall Street seeking their assistance in identifying promising minority candidates. In Fall 1972, letters were sent to 1900 Black elected government officials for the same purpose. Recent Black alumni of HBS received brochures and other material and a letter asking their help in distributing the information to their minority contacts. Similar letters and communications were directed to members of the Mexican-American and American Indian communities.

Of top priority is the maintenance of good communications between the HBS Admissions Office and members of the minority community, with correspondents being kept up to date with new information about the MBA Program.

In an effort to reach additional existing military veterans, the Admissions Office explored the services of a private employment agency specializing in discharged junior military officers. The results of four meetings were disappointing; the overall quality of participants was low and there were no minority candidates.

New methods to reach experienced candidates for the MBA Program are of prime interest to the Admissions Office. To reach both pools of minority candidates, the just out of college and the experienced, recruiting efforts must be sustained and continually evaluated if the goal of providing opportunities for minority members to seek careers in business administration must be achieved. A recent report of our recruiting activities in 1973-1974 suggests how this process of adaptation works and is included in Appendix I.

1.5 Selection

In considering a candidate's application for the MBA Program, the HBS Admissions Committee considers two basic tenets: Does the applicant have the academic ability to master the curriculum? Does he have leadership potential? Within this framework there is flexibility to consider each applicant on the basis of his individual characteristics. There are no rigid guidelines concerning academic indicators or career patterns.

Minority candidates are evaluated on the basis of the same indicators (ATGSB test scores, undergraduate grade-point average, etc.) as all other students; however, the indicators may be considered in different ways. Admissions personnel are increasingly sensitive to, and knowledgeable about, the various backgrounds and cultural experiences of all candidates, and each individual is considered within the total framework of his background. It is the aim of the HBS Admissions Committee that the minority members of each entering MBA Class have academic qualifications comparable

to those of their non-minority colleagues. This goal is rapidly being achieved.

What does HBS mean by leadership potential? As the Director of Admissions recently stated: "HBS wants to have alumni who will:

> Be leaders in our society and our economy,
> View organizations as effective means of achieving social purposes,
> Provide managerial talent for both American and foreign businesses and for other organizations,
> Provide a broader socio-economic-cultural base from which leaders, managers and administrators are drawn.

Although the profile of the minority members entering HBS in the Fall of 1968 was distinct in several aspects from the total class, the minority students of the MBA Classes of 1971 and 1972 became increasingly similar to the total class (Tables 1-5a,b,c,d). This trend has continued, giving credence to the HBS philosophy of seeking an ethnically diverse population at HBS by means of an integrated recruitment and selection process. Appendix I reflects recent faculty thinking and policy concerning minority selection criteria.

1.6. Financial Aid for Minority Students

In January 1970, the Alfred P. Sloan Foundation offered a substantial grant for the purpose of providing financial aid to minority-group members seeking a career in business management. On the basis of that grant, and subsequent donations by other corporations, foundations, and government agencies, a consortium of graduate schools in business administration was organized by HBS. This is The Council for Opportunity in Graduate Management Education (COGME).

COGME, in the words of its brochure, "joins ten schools in a collective effort to increase the flow of minority group members into positions of significant responsibility in management. As a means of achieving this goal, COGME seeks, through a program of recruitment and financial assistance, to increase the number of minority group students graduating from the ten member graduate schools of management. COGME fellowships provide the means by which selected minority group members can receive excellent training, assume influential positions in management, and encourage, by advice and example, other minority members to consider a similar career."

In addition to Harvard University Graduate School of Business, the other COGME schools are:

> Graduate School of Business Administration,
> University of California, Berkeley
> Graduate School of Industrial Administration,
> Carnegie-Mellon University
> Graduate School of Business,
> University of Chicago

Table 1-5a

PROFILE OF MBA MINORITY STUDENTS ENROLLED VS. TOTAL STUDENTS ADMITTED

AGE	Entering 1970			Entering 1969			Entering 1968		
	Minorities		Total Admits	Minorities		Total Admits	Minorities		Total Admits
	#	%	%	#	%	%	#	%	%
Under 23	9	15.8	18	10	15.1	27	9	36.0	28
23 - 24	10	17.6	28	14	21.2	20	9	36.0	21
25 - 26	12	21.0	20	17	25.7	24	6	24.0	22
27 - 28	10	17.6	19	11	16.6	15	1	4.0	15
29 - Over	16	28.3	15	14	21.0	14	0	0.0	14
MARITAL STATUS									
Single	28	49	54	38	58	58	19	76	59
Married	29	51	46	27	42	42	6	24	41

Table 1-5b

PROFILE OF MBA MINORITY STUDENTS ENROLLED VS. TOTAL STUDENTS ADMITTED

	Entering 1970			Entering 1969			Entering 1968		
	Minorities		Total Admits	Minorities		Total Admits	Minorities		Total Admits
	#	%	%	#	%	%	#	%	%
GRADE AVERAGE									
3.5 - 4.0	1	2.0	12	4	7.2	12	1	5.6	11
3.0 - 3.4	10	19.7	28	13	23.0	27	4	22.4	23
2.5 - 2.9	22	43.3	27	22	38.7	30	7	39.2	32
2.0 - 2.4	16	31.5	12	16	28.2	17	5	27.9	18
1.5 - 1.9	2	3.9	1	2	3.5	1	1	5.6	2
Below 1.5	0	0	-	0	0	-	0	0	-
Nc Grade Average	0	0	20	0	0	13	0	0	14
TEST SCORE (ATGSB)									
650 - Over	1	1.8	29	1	1.6	27	0	0	20
600 - 649	5	9.0	28	3	4.8	25	0	0	24
550 - 559	7	12.6	20	7	11.2	25	2	8.6	28
500 - 549	10	18.0	11	13	20.8	12	4	17.2	16
450 - 499	9	16.2	6	12	19.2	5	4	17.2	7
Below 450	25	45.0	5	27	43.2	6	13	55.9	4
No Test Score	0	0	1	0	0	0	0	0	1

Table 1-5c

PROFILE OF MBA MINORITY STUDENTS ENROLLED VS. TOTAL STUDENTS ADMITTED

	Entering 1970			Entering 1969			Entering 1968		
	Minorities		Total Admits	Minorities		Total Admits	Minorities		Total Admits
	#	%	%	#	%	%	#	%	%
Veteran Status									
Veteran	20	35	44	25	38	40	3	12	41
Non-Veteran	37	65	56	41	62	60	22	88	59
Years Between Military Service and HBS For Veterans	Minorities			Minorities			Minorities		
	#	%		#	%		#	%	
1 or less	6	30		11	44		2	33	
2 - 3	4	20		5	20		1	17	
4 - 5	6	30		5	20		0	0	
6 or more	4	20		4	16		3	50	
Total Veterans	20			25			6		

Table 1-5d

PROFILE OF MBA MINORITY STUDENTS ENROLLED VS. TOTAL STUDENTS ADMITTED

COLLEGE MAJOR	Entering 1970			Entering 1969			Entering 1968		
	Minorities		Total Admits	Minorities		Total Admits	Minorities		Total Admits
	#	%*	%	#	%	%	#	%	%
Preprofessional	1	1.8	2	1	1.5	2	0	0	1
Engineering	8	14.4	27	9	13.5	21	2	80	22
Agriculture, etc.	0	0	0	0	0	1	0	0	1
Physical, Pure & Biological Sci.	6	10.8	10	11	16.5	12	3	12.0	10
Humanities, Fine Arts & Languages	6	10.8	15	6	9.0	16	3	12.0	17
Bus. Admin.	21	37.8	14	22	33.0	16	13	52.0	17
Economics	6	10.8	16	4	6.0	17	0	0	17
Social Sciences	5	9.0	9	5	7.5	8	2	8.0	9
Government	4	7.2	4	8	12.0	5	2	8.0	4
Other	0	0	3	0	0	2	0	0	2

*Percentages do not add to 100.0 due to rounding.

Graduate School of Business,
Columbia University
Graduate School of Business and Public Administration,
Cornell University
The Amos Tuck School of Business Administration,
Dartmouth College
Alfred P. Sloan School of Management,
Massachusetts Institute of Technology
Wharton School of Finance and Commerce,
University of Pennsylvania
Graduate School of Business,
Stanford University

COGME considers applications only after an applicant has been admitted to the Master's Degree Program of at least one member school. COGME evaluates an applicant according to:

Potential for a management role in business, government, or community organizations.

Personal focus and motivation, and potential for growth in the program of a Council member school.

Prior academic and non-academic achievement, measured against the relevant cultural background.

Potential for contributing to and benefiting from the academic experience in a Council member school.

The amount of the fellowship awarded is determined by the financial need of the individual student. A student may not receive both a COGME grant and a fellowship from the member school but may receive a non-school fellowship. COGME grants are awarded for two years and are larger in amount than most member school fellowships. Students are also encouraged to secure loans from the schools to help meet their financial needs. Generally speaking, the most qualified minority students entering graduate schools of business receive COGME grants.

Harvard Business School's own Financial Aid Program aims to make it financially feasible for all students admitted to attend the MBA Program. The objective of the HBS fellowship program is to decrease the total indebtedness undertaken by students with high financial need. HBS aims to spread its resources to as many students as possible. The school does not allot large amounts of aid to a few students in an effort to "win" them from competing graduate programs. Tables 1-6 and 1-7 show the total amount of financial aid and the total average amount of financial aid received per minority student in the Classes 1968 through 1972.

For several years, minority students admitted to HBS automatically received a fellowship from the school if they were unsuccessful in the competition for a fellowship from COGME. This approach has been changed, however, and minority students' financial aid needs are now viewed in the same manner as non-minority students' financial aid needs. In short, our emphasis is now on need. Those students with the greatest need for financial support are the most likely to receive fellowship support to supplement their loans from the school.

Table 1-6

FINANCIAL AID TO MINORITY STUDENTS AT HBS

AVERAGE AMOUNT OF TOTAL AID (LOANS AND FELLOWSHIPS) RECEIVED PER STUDENT

	First Year	Second Year	Two-Year Total* Average Aid
Class of 1968	$ 950	$ 1,124	$ 2,991
Class of 1969	2,801	4,237	7,038
Class of 1970	4,656	4,967	9,390
Class of 1971	6,493	8,032	14,756
Class of 1972	5,540	6,565	12,166

*Total Average Aid per Student for those Students Receiving aid for Two Years.

Table 1-7

TOTAL FINANCIAL AID (LOANS AND FELLOWSHIPS)

DISTRIBUTED TO MINORITY STUDENTS AT HBS

	First Year	Second Year	Total
Class of 1968	$ 3,800	$ 9,162	$ 11,962
Class of 1969	19,607	29,661	49,268
Class of 1970	130,370	114,251	244,621
Class of 1971	396,092	401,593	797,685
Class of 1972	387,805	407,037	794,842

In addition, to increase the chances of receiving a fellowship award, we have reduced the average size of our fellowships where permitted by donors so that we have more, somewhat smaller awards now. We are also awarding more of the fellowship money to first-year students, to reduce the interest that accrues while they are at the school. While the larger number of first-year fellowships are awarded in part on merit in relation to recruiting objectives, second-year fellowships are now awarded strictly on the basis of financial need and not merit.

HBS also enables its students to secure aid in the form of low cost loans. There is a ceiling of total indebtedness beyond which no student may borrow. With the excellent record of success in the area of job placement by HBS graduates, and particularly minority graduates, requiring students to help finance their educational experience at HBS is clearly feasible.

2. CURRICULUM

2.1 Faculty Views of Minority Students

Harvard Business School faculty and administrators were a major resource for the study of the MBA curriculum and its relevance to the interests and career goals of minority students in business administration.

Informal interviews were held with faculty in each of the eight courses of the required First-Year Program: "Control," "Managerial Economics," "Human Behavior in Organizations," "Organizational Problems," "Marketing," "Finance," "Environmental Analysis for Management," and "Production and Operations Management." The responses of faculty involved in the development and teaching of elective minority-oriented courses are reflected in Sec. 2.2 below.

Other persons were interviewed because of their role in special programs developed at HBS (such as the Pre-Enrollment Summer Program), their administrative functions, their teaching specialties (director of Remedial Writing Program), or because they had a special interest in the area of minorities in business (such as those faculty members who wrote a large number of cases related to minority issues).

Much of the information from these discussions is included in other sections of this study.

2.1.1 Minority Students and the HBS Community

The dynamics of a community as large and diverse as Harvard Business School are difficult to characterize. The conceptions of its intergroup relationships are as varied as the number of individuals questioned as some of the following perceptions illustrate.

The role of minority students in the HBS community can be considered from two views. The first approach would be to discuss those characteristics of minority students that affect their adjustment to a readitionally White professional school. The second would be to consider those factors in the HBS community that encourage or hamper the integration of new groups.

What kinds of adjustment problems do minority students have when they enter the HBS community? Most faculty members were quick to point out that not all minority students have problems, that many minority students were as well prepared as their White counterparts to cope academically, socially and emotionally at HBS. The majority of professors interviewed also felt that the kinds of problems of negative feelings experienced by minority students were much less severe currently than they had been previously. Most faculty felt that minority students entering HBS in 1972 and 1973 were much better qualified academically than their predecessors and better able to cope effectively with all aspects of HBS life.

The atmosphere at HBS, in class and out, is considered by many faculty members interviewed to be more relaxed now than in the years when minority students first entered in large numbers. According to one professor:

"Black students appear to be less self-conscious about their mission as Blacks." Another professor saw the 1972-1973 minority students as being less organized and cohesive as a group than those of prior years; others expressed the view that minority students' main interest is the business of getting a good business education.

Because the introduction of the first sizeable group of minority students to HBS came at a time of general student unrest on the national academic scene, it is unclear whether the early adjustment experiences were peculiar to HBS and not part of the more general phenomenon. However, the HBS faculty and administration strives to be sensitive to the special needs of minority students and responsive to their real or perceived problems in dealing with the MBA Program or their overall HBS experience.

Academic achievement of minority students at HBS will be considered separately (Sec. 2.1.4) but some faculty members saw a direct relationship between a student's academic success and his successful adjustment to the school.

Although he was optimistic about the ability of minority students to cope with the HBS academic work, one professor expressed the opinion that many minority students lack confidence in their own abilities and tend to withdraw from the community. However, he contended that too much attention to their needs reinforces their feelings of inadequacy.

Another professor felt that minorities as a whole can't identify with the culture at the Business School or with the life for which it gears its students. The culture of the executive suite and the country club is not what the minority student expects or wants. Minorities want to participate in America's business community but on their own terms, in their own style. He felt that minority students are bright and capable, but because they don't perform as expected, they are considered less able.

The director of the Tutorial Program at HBS stated that many students experience "culture shock" when they come to HBS. The school demands of its students a new process of thinking and learning. Minority students have more problems in adjusting to the new approach if they have educational deficiencies, but students from rigid college programs also have difficulty. The structure is not clearly defined at HBS. Cases are open-ended, the pace demands a forever forward motion, and many questions go unanswered.

In terms of the Business School's receptivity to increasing numbers of minority students, most faculty members who were interviewed were of the opinion that the faculty is increasingly aware of the needs of minority students and have good relationships with most students. Students are at HBS for only two years, however, and because they bring to the school their own set of personal prejudices, several faculty members saw a need to sensitize the student body to the feelings of minority students. There is also a need, according to one administrator, for a greater number of well qualified minority faculty members who can provide good examples of successful minorities in the academic world.

2.1.2 Minority Students' Career Goals

To determine whether the MBA Program is relevant to the career goals of minority students, it is necessary to ask first whether the career goals of minority students differ from those of other MBA students. The opinion of most faculty members interviewed was that minority students' career goals are similar to those of their fellow HBS students. If, however, minority students are indeed more oriented toward careers in small business or as entrepreneurs, or if they aim to be leaders in the local community, several faculty members felt that the principles taught in HBS courses pertaining to big business are equally applicable to small business. Although HBS is definitely oriented to large scale enterprise, one professor comments that the curriculum as it stands offers many courses concerning management of small business and non-business organizations.

Minority students were believed to consider special factors when planning their careers. Some perceive obstacles in their opportunities for career advancement and are concerned lest the positions offered them be token jobs or relate only to minority problems in business.

The instructor of the course "Organizational Development in the Inner City" said that the minority student's goal may not be different, but he looks at his goal in the light of special factors: that is, not only who will offer him a job but who will give him a fair chance. His career goal is connected with his assessment of the real obstacles in the business world.

One professor saw a place for a course in career management, because students who make good career choices make good managers. He believed that "Organizational Development in the Inner City" served this purpose for some minority students.

2.1.3 Relevance of the MBA Curriculum

Faculty members indicated that the writing and use of cases relating to minorities in business have declined significantly in the last two years at HBS. In the 1960s, there was a great effort to produce cases for the MBA Program that would reflect business' concern for social problems or the need for greater minority participation in business. These cases were used in the MBA curriculum but later rejected for a variety of reasons. Although few minority cases are included in the syllabi of the larger MBA courses, most faculty members seemed interested in considering minority cases that are well-written and pertinent to their courses.

A professor in the first year course "Environmental Analysis for Management" described the cycle that seems to have existed throughout the first year program. An initial response reflected great interest in minority affairs in business. Many cases were written and special projects were started. At one point 15-20% of the cases used in the course were minority oriented; in 1972-1973, no minority cases were included. The response of the course faculty may have been out of proportion to the need and interest of the minority students themselves. It must also be mentioned that this particular first year course underwent considerable change in objectives and leadership during the same time period.

Another reason for the decline in minority case use, more frequently mentioned by others as well, was due to the poor quality of some of the cases, owing in some instances to hasty research and writing. A number of cases, however, are still being used, but for varied reasons. (A professor in "Human Behavior in Organizations" related his experience in teaching a "minority" case. One alert student pointed out that it wasn't a minority case at all, but more appropriately a personnel administration case with a minority protagonist. The professor agreed and readjusted his use of the case. So cases which at one time may have been classified as minority cases may still be used but with a different focus).

A similar cycle of case use is reflected in the history of "Business Policy," the only course required of all second year students. According to the head of the course, in the early 1960s, during the era of White involvement in racial issues, "Business Policy" had a unit of social responsibility in business. The focus was on race, and many professors wrote cases on the management of racial integration in business. By the late 1960s, with more minority students at HBS and the rise of Black Power, it became apparent that the early cases were difficult experiences for the minority students. The cases were out of date and failed to consider cultural heritage. Better, more appropriate cases did not exist at that time. In 1972-1973, "Business Policy" had no cases that dealt specifically with minority issues, but there were expectations of at least one new case dealing with minority issues in managerial terms.

The Marketing faculty also introduced cases pertaining to minority issues but later discontinued their use. One case that discussed a Black supermarket endeavor was dropped because the principals were represented as doing things consistent with negative stereotypes. The business itself was underfinanced, the owners' business experience and practices were not adequate. The case emphasized failure and was considered damaging by the Black students. An effort is now being made by the Marketing faculty to write a case about a leading Black business in the food industry. It will illustrate a successful business situation which happens to have minority protagonists.

Several cases developed for the Finance course seemed to have relevance to minorities, but they too are no longer in use, because they lacked merit in comparison with other cases. They focused on trivial problems, with little in them relating to economic and financial considerations. A Finance professor interviewed emphasized the short time available for a major course to present its material and confirmed that all cases must be judged firmly on their academic merits and in relation to course objectives.

All professors expressed concern for minority students, but some judged their needs in business education to be substantially the same as those of other students. All students need exercises in analysis, logic, and judgment said a professor of "Production and Operations Management." He felt the MBA curriculum to be well suited to minority students' needs: it gives them the skills and training that are needed for successful business careers. His course is trying to find more small business, service, and non-manufacturing cases, but not with minority students particularly in mind.

There are no cases dealing with minority experiences in the first year "Control" course. The head of the course was of the opinion that there is a body of material in the "Control" area which must be taught and is equally relevant to all students. Even if career goals of students vary, knowledge of "Control" is vital to the success of any business, particularly a small business.

Recognizing the limited resources for minority case material for courses like "Control" and "Finance," one professor of "Organizational Problems" stated that in his opinion the area of Organizational Behavior has a responsibility to emphasize minority issues. Other areas should not relinquish their responsibilities in this direction, but he recognized that it may be easier at this time for the Behavior courses than for the quantitative courses to illustrate experiences of minorities in business. This professor added, however, that too much attention to the needs of one group makes the members of the group uncomfortable. But another professor in the same area said that "human behavior" applies to all; a course that is doing a proper job of teaching about human experiences and feelings in general does not need to teach about Blacks or other particular groups, because allowing for individual differences is part of human behavior. Each course should teach generalities that can be applied to individual cases. He also said that institutions (and courses) must not bow to social pressures but must continue toward their legitimate goal.

One professor asserted that minority managers do indeed have real problems in business that should be recognized in the first year program. Minority managers' challenges should be treated, but as a minor topic, to retain the overall balance of the course. This contributor expressed the view that the second year can better treat special interest. He major question, he asserted, is not whether there are special courses for special interest groups, but rather whether a particular offering meets the needs of the group.

Many minority cases were written under the support of the "Program on Business Leadership and Urban Problems," which was initiated in 1967. These cases were developed and used in workshops, conferences, and executive programs outside the MBA Program, but they enriched the general supply of curricular materials. One professor involved in this effort discussed his view that the topic of large companies' assistance in the social sphere is an appropriate topic for first year courses. He mentioned that efforts to get more cases reflecting minority issues into the curriculum were unsuccessful, in part because area faculty prefer to use cases written by those teaching the course.

The limited number of minority cases being used in major MBA courses is due to many factors, it seems, but most faculty members questioned seemed receptive toward the introduction of more minority cases into their courses - with the proviso that these cases must be timely, well written, and illustrative of business principles applicable to the business education of all students.

2.1.4 Academic Achievements of Minority Students

Faculty Perceptions - The majority of faculty members who were queried about the academic performance of minority students in their courses

believed that there might be a larger percent of minority students with academic problems than of non-minority; however, they also believed that their problems are the same as those experienced by all students having such problems. If there is any quantitative distinction between the academic achievement of minority students and non-minority students, that distinction was considered to be the result of policies which may allow admission of students with different qualifications. A number of professors expressed the feeling that the academic preparation of the minority students who entered HBS in 1972 was superior to that of minority students of earlier years. This is borne out in Appendix I.

Harvard Business School is considered by its faculty and administration to be a non-tutorial school. Although there are facilities available for students in academic difficulty, the School is not geared to serve the needs of students with less than requisite preparation. On the contrary, the MBA Program is fast-paced and highly demanding and provides limited supplementary programs for students who are not able to respond to its challenges. To have less than top skills is a severe handicap for any student in the MBA Program.

A few professors said that there might be more minority students than non-minority who have difficulty with written requirements, but also affirmed that non-minority students had similar difficulties. One course head believes that writing skills are the major deficiency of students with academic problems in his classes, including a high number of minority students. He defined writing deficiency as an inability to package a written argument.

A professor of "Managerial Economics," a quantitative course, saw no academic problems peculiar to minority students. But he pointed out that many students have psychological blocks when they see numbers in a case. Courses like "Managerial Economics" do not require any advanced mathematical preparation, he asserted, but, rather, rely on the use of analytical skills.

Two factors were related to minority students' academic experiences. The first is the reluctance of some minority students to recognize and seek help for academic problems. One minority professor said that in his experience some minority students are reluctant to go through established channels for help and tend to rely more on informal relationships with students and faculty. Another factor mentioned was that some minority students where not as familiar with the "language of institutions" as their fellow students.

The grading system was mentioned several times as an element of the HBS system which may work to the disadvantage of minority students. One professor said that the grading system is still geared to a homogeneous society because it ranks students and does not take into account qualities that cannot be ranked. With a relative scale of grades, a certain number of students must be given low grades; if admissions policies allow for the acceptance of minority students with different academic records than those of their White colleagues, then a larger percentage of minority students may receive lower grades. This situation, when recognized, increases these students' feelings of inadequacy and even allows for misinterpretation of

the reasons for their grades being clustered toward the lower end of the spectrum.

In spite of the fact that some of their academic credentials (e.g. ATGSB test score) were not the same as those of their classmates, more than 85% of the minority students entering 1968 to 1970 did graduate. This fact may be of interest in the light of frequent concern on the part of members of minority groups because some of their academic credentials are sometimes different from those of non-minority competitors.

The Pre-Enrollment Summer Program - In 1969, Harvard Business School initiated a summer program to help implement a faculty vote that encouraged the Admissions Board to recruit and admit a larger number of minority group members and to admit some of these individuals at a higher risk than under normal admissions standards and procedures. The purpose of the summer preparatory program was to help certain students who were admitted under the vote to overcome academic deficiences (quantitative and verbal) and the cultural and attitudinal problems associated with moving into a foreign environment.

In 1970, twenty-seven students were enrolled in the program, of whom twenty-two were members of minority groups. The program was taught in a six-week period, and participating students received fellowships which covered the fee for the program and room and board. In addition, they received $400 to help compensate for working time they gave up. While in the summer program, they received weekly expense money in the amount of $20 a week.

A normal class day consisted of three 80-minute meetings. Emphasis was on business mathematics, accounting, writing, and basic business concepts (Table 2-1). Each course was taught by a member of the HBS faculty. Weekly orientation sessions were held with a Black faculty member; a member of the Counseling Office was also available.

The 1969 and 1970 programs were viewed as successful by both students and faculty. While results were not measurable, it was felt that the objective of making students more at ease with their new environment had been largely attained. On the other hand, the program was not found to have resulted in any appreciable difference in academic performance between those taking it and other students with like background. In addition, the academic quality of entering minority students was rising and it appeared that in the foreseeable future it would be possible to discontinue or reduce to a low level the higher-risk pool approach in admissions. Also, with increasing numbers of minority students in attendance at HBS and the consequent environmental change, the School was evolving as a less foreign land in the eyes of entering minority students.

It has also been suggested that although the program aimed to be supportive and prepare students for the coming year by presenting them with a microcosm of the MBA Program, in fact the summer's preparation gave students a false sense of security about their ability to cope with the year's work. When it became apparent to them that the summer program was not a panacea, some students became disillusioned.

Table 2-1

PRE-ENROLLMENT SUMMER PROGRAM - SAMPLE SCHEDULE

A U G U S T

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
	July 28 Registration & Orientation	29 MERC II MERC II ABC	30 MERC II MERC II ABC	31 MERC II MERC II ABC	1 1st WAC due	2 ABC = Analysis of Business Cases MERC = Managerial Economics, Reporting, and Control
3	4 MERC II ABC Orientation	5 MERC II MERC II ABC	6 MERC II MERC II ABC	7 MERC II MERC II	8 2nd WAC due	9 WAC = Written Analysis of Cases
10	11 Mr. Yeager starts MERC I MERC I MERC II	12 MERC I MERC I ABC	13 MERC I MERC I MERC II	14 MERC I MERC II Orientation	15	16
17	18 MERC I MERC I ABC	19 MERC I MERC I Orientation	20 ABC MERC I MERC I	21 MERC I MERC I	22 3rd WAC due	23
24	25 MERC I MERC II Orientation	26 ABC MERC II MERC I	27 MERC I MERC I ABC	28 MERC I MERC II MERC I	29 MERC I MERC II MERC II	30
31	September 1 LABOR DAY	2 MERC I MERC I Orientation	3 MERC II MERC I MERC I	4 MERC II MERC I MERC I	5 MERC II ABC MERC I	6 Orientation 5 ABC class 12 plus 3 WACs MERC I - 29 MERC II - 24

As the program progressed into its second year, there was evidence that these students felt less of a need for such a program. In fact, there was also some reason to believe that students in the program believed they had been stigmatized by their experience in self-perception, and in the eyes of faculty and other students. Moreover, concern was expressed by some of the students involved that prospective employers might view participation in the program in a derogatory way. Taking all these facts into consideration and also having in mind the expense to the School of the program, it was discontinued.

The Tutorial Program - At HBS, this program is under the auspices of the Office of Student Counseling. It is a voluntary program and provides those students requesting help (42 in 1972-1973) with the services of tutors chosen from the student body. Tutees average about twenty hours with tutors and pay a fee of $5 per hour. Financial assistance to cover the fees is available when needed. The director of the tutorial program has a 15-minute session with all students who request tutors; he helps them to define their difficulties and screens them for other problems.

Tutors are chosen in the spring from the current first year class for tutoring positions in their second year. Traditionally, faculty members were asked to recommend tutors and they naturally tended to recommend their outstanding scholars. In 1972, however, recommendations were sought from those students who had made the greatest academic improvement, from student-government representatives, and from student groups. The result was a more diverse group of students, including more minority students. This group was better able than their predecessors to identify with and solve the problems of the tutees.

There are two types of tutees, according to the director. The first need remedial help with skills. The second need reinforcement; swamped by the atmosphere of the School, they need encouragement. Most tutees fell into the second category. These students do not have the perspective to deal with their work, they get little feedback about their performance, and they need to develop study skills. They are facted with the quantitative courses such as "Production and Operations Management," "Control," and "Managerial Economics" during the first part of their first year and can not cope with the work. They need to talk to second year students who can help them determine a scale of priorities in approaching their course assignments. The director sees it as the role of his tutors "to hand on the HBS culture."

Students perceive that their academic problems reflect their lack of quantitative skills and methods. As mentioned previously, professors did not feel that advanced mathematics is required for success in first year courses, but this assertion is frustrating to students. The tutorial director said that students need improvement in "analytic skills." Some students have difficulty conceptualizing on a non-verbal basis and are not familiar with sequential analysis and logic or with concepts like "ratio" and "decision trees." They do not focus on the salient features of problems.

The process of thinking demanded by the MBA curriculum presents other problems for some students. The case method presents problems but no ready solutions. Students from colleges that provided rigid structures have difficulty because the case material is not always clearly defined. A stu-

dent must be able to keep up with the class progress; he has no time to review or to catch up on concepts he missed or misunderstood.

The tutoring program provides an opportunity for a student to reinforce his skills. It bolsters the floundering student's confidence by enabling him to understand the direction and focus of the MBS Program and by giving him a method for organizing his study efforts.

The Remedial Reading Course - This course is taught by members of the Office of Student Counseling. From 100 to 250 students take the course each semester. Most are in the first year and include many minority students. The course, which emphasizes developmental reading as well as speed reading, "all strategies necessary to extract meaning from written material," Students are encouraged to develop a philosophy of study. Those in charge of the course hope to help students use their time to better effect.

A member of the Office of Student Counseling stated that the presence of minority students at the Harvard Business School has expanded the services of the Counseling Office, to everyone's benefit. Minority students broke the homogeneity of the School. In the attempt to anticipate their counseling needs, it was discovered that the counseling needs of many students were great.

The Remedial Writing Program - The objective of the remedial writing program is to improve students' proficiency in written English. Students who are referred to the program tend to be first year students whose written work is below an acceptable level. Students who seek help on their own volition do so because they see a need to improve their writing skills, although they may not be performing below grade level.

Two instructors work with students in individual sessions. The instructors have no access to the grades of the students nor do they give grades, but is appears to the director that about two-thirds of the students in the program are doing work below an acceptable level.

A minimum of 2 to 2 1/2 hours of extra work per week is considered necessary for a student to improve his writing. But students with writing problems, according to the instructor, are also apt to have other academic problems, and thus cannot always devote the proper time to remedial writing.

2.2 Minority-Oriented Courses and Seminars

Six courses or seminars specifically focused toward minority students and interests have been developed at HBS since 1968 and offered as part of the second year. Of these, two courses, "Organizational Development in the Inner City," and "Poverty, Minorities, and Marketing," were offered during the 1972-1973 academic year. No longer included in the curriculum are "Black Power and the Business Community," "Black Power and the Business Community Research Report," "Business and Society in Black Africa," and "Economic Development and Corporate Urban Affairs." A summary of each course, with course syllabus where available, is included at the end of this Section.

Table 2-2 shows which minority-oriented courses were offered in each academic year, as well as the total enrollment for each course. Table

Table 2-2

MINORITY-ORIENTED COURSES:

ACADEMIC YEARS 1968-1969 THROUGH 1972-1973

	1972-1973	1971-1972	1970-1971	1969-1970	1968-1969	
Black Power and the Business Community	#	9 6	18 11	15 13	23 1	
Black Power and the Bus. Com. - Res. Rept.	#	3 3	14 12	9 8	3 1	
Business and Society in Black Africa	#	9 5	10 5	12 3	#	
Economic Development and Corp. Urban Aff.	#	12 8	14* 8	#	#	Total Enrollment 16
Organizational Development in Inner City	36 N.A.	23 11	16 12	34 11	13 4	Black and other minority enrollment 12
Poverty, Minorities, Marketing	19 N.A.	13 8	#	#	#	
Total Enrollments	55 N.A.	70 41	72 48	70 35	39 6	

N.A. Not Available

* Offered as student-initiated seminar, "Regional Economic Development-Consulting in the Inner City."

\# Course not offered

2-2 does not reval how many students were taking more than one minority course but Table 2-3 shows a sample breakdown for the year 1971-1972, the only year in which all six minority courses were offered.

As a basis of comparison, it might be noted that the average size of a second year course is about seventy, or about the same as the total enrollment in all minority-oriented courses and seminars in their peak years of 1969-1972. The faculty committee in charge of the second year program normally expects a course to maintain a minimum enrollment of 25-35 students if it is to remain in the curriculum; only one course, "Organizational Development in the Inner City" met this standard.

Finally, it will be noted that minority enrollments in these courses began to decline in 1971-1972, although total minority enrollment in the MBA Program remained steady. Also, nearly two-thirds of the Black and minority students in the class graduating in June 1972 took none of these courses during the second year. (Minority enrollments in the regular second year courses are discussed in Section 2.3 below).

For these reasons, the administration of the MBA Program held discussions with minority-student representatives during 1971-1972. Agreement was reached to drop the aforementioned courses, while holding open the propsect of introducing new courses or seminars in the future.

There did, however, appear to be demand for a course or courses oriented toward students who have career interests concerned with helping minority communities in their economic and social development. Prior to 1972-1973, however, this demand was fragmented over several courses. With the concurrence of the minority-student representatives, only one of these courses was continued. As will be noted, this course, "Organizational Development in the Inner City," increased its enrollment to a level commensurate with the standards for regular courses.

MBA students have other opportunities within the structure of the HBS curriculum to pursue individual interests. A second year student may write a major research report either by taking a "report course" or by arranging with an instructor to supervise the writing of his research report. A research report may be weighted for double credit if the program of research warrants it.

2.2.1 Description of Minority-oriented Courses

" BLACK POWER AND THE BUSINESS COMMUNITY

This course was taught during four academic years. Although curricular material and organization are developed and changed through time, the following description, written in 1971, gives the final focus of "Black Power and the Business Community:"

> The seminar will be devoted to the study of the ramifications of the surge of social ferment, especially in the black community, for United States business. The point of view taken in the seminar will be predominantly that of a black entrepreneur or manager. In addition, responses of the business community to contemporary social unrest will be considered where

Table 2-3

STUDENTS ENROLLED IN MINORITY-ORIENTED COURSES 1971-1972

COURSES OFFERED:

Black Power and the Business Community
Black Power and the Business Community Research Report
Economic Development and Corporate Urban Affairs
Business and Society in Black Africa
Seminar on Poverty, Minorities and Marketing
Organizational Development in the Inner City.

35	students took 1 of the above courses	
3	students took 1 1/2	
4	students took 2	
1	student took 2 (1 + 2 halves)	all but 2 of these are minority
1	student took 3	
2	students took 3 (2 + 2 halves)	
46	students took at least one minority-oriented course	

23 of these 46 are Black or minority

Of the 63 Black or minority students in the Second Year class, 40 took no minority-oriented courses.

appropriate. Individual seminar sessions, involving input from student participants and from outside resource people, will be devoted to such subjects as implementing equal employment programs, direct business involvement in the ghetto community, minority group entrepreneurship, testing and the minority group employee, collective efforts of business to solve social problems (e.g., Urban coalition, National Allicance of Businessmen), organizational and managerial problems of social action groups, and so forth.

The outline of the seminar further describes the topics considered in class and the source material provided for discussion.

Outline of Seminar

(1) "Black Power" as a Catalyst for Corporate Public Affairs Involvement (lecture and discussion).

(2) The Pros and Cons of Corporate Involvement in Solving Social Problems (student report and discussion).

(3) The "Equal Employment Syndrome (student report and discussion).

(4) The National Alliance for Businessmen and the Hard Core Unemployed (student report and discussion).

(5) Black Capitalism I (student report and discussion).

(6) Black Capitalism II (student report and discussion).

(7) Economic Development and Equal Opportunity in the Chicano Community (resource guest lecturer).

(8) Corporate Foreign Investment as a Socio-Political Tool: South Africa/Polaroid (student report and discussion).

Source Material

(1) "Moral Issues in Investment Policy," Malkiel and Quandt, Harvard Business Review (March-April 1971) - reprint.

(2) "Business and the Development of Ghetto Enterprise," by James K. Brown and Seymour Lusterman, developed by the "Conference Board."

(3) "Nicholson Products Rhodesia Pvt., Ltd.," Hyman Problems of Building a Racially Integrated Subsidiary in Rhodesia - IMEDE (Switz.)

(4) "South Africa's Workers - Their Organizations and the Patterns of Employment," Horrell, 1969, South African Institute of Race Relations.

(5) "Duffield Dairy Co." - HBS 10H 136298.

BLACK POWER AND THE BUSINESS COMMUNITY RESEARCH REPORT

Research Report courses at HBS provide students with the opportunity to engage in more individualized study of an aspect of business administration than is provided by the class discussions and case materials of formal courses.

The following note explains the focus of this research-report course:

> Topics for this research report course should be concerned with ramifications of the surge of social ferment, especially in the black community, for United States business. The following are examples of topics that would be appropriate for reports: implementing equal employment programs, direct business involvement in the ghetto community, minority group entrepreneurship, testing and the minority group employee, collective efforts of business to solve social problems (e.g., Urban Coalition, National Alliance of Businessmen), organizational and managerial problems of social action groups, and so forth.
>
> The course is open to all second-year students with the permission of the instructor. Group reports will be encouraged.

ECONOMIC DEVELOPMENT AND CORPORATE URBAN AFFAIRS

This MBA seminar offered for half credit during 1971-1972 was described as follows by the instructor:

> This originated as a "student-initiated seminar" concerned with learning about inner-city economic development problems through providing MBA business assistance to minority enterprises. The present seminar expanded on that activity by assisting MBAs to apply their various skills in consulting relationships, not only with minority businesses, but also to a wider scope of management problems faced by urban communities, for example, drug program management, problems of inner-city schools, aspects of welfare management, and so forth. These we see are problems that are of growing concern to corporations operating in urban environments. They will be looked at from a business management perspective. This experience will be helpful later in examining corporate involvement in similar areas.
>
> In the spring, those students interested in writing a research report in this area may do field research (some travel may be required) on "urban affairs" activities of a number of major business corporations (primarily Fortune 500 firms). "Corporate Urban Affairs" is a growing operational function in American business. Little systematic research has been done, however, on the dynamics, standards of performance, and future roles of corporations with respect to public problem solving. We consider that student first-hand exposure to and anlysis of various problems through these activities will be useful enrichment of the MBA educational process.

Further description of the curricular materials used in conjunction with the course is not possible because the instructor is no longer at HBS and did not respond to our inquiry.

BUSINESS AND SOCIETY IN BLACK AFRICA

The theme of this seminar as taught in its final year was "the relationship between business and change in the social, political and economic environment in Black Africa." The seminar was to "explore the economic and institutional setting in which business operates in sub-Saharan Africa, with particular emphasis on the variety of environmental conditions with which administrators and organizations must be concerned," according to the 1971-1972 MBA Program description.

A discussion with Professor Louis Wells, who with Associate Professor Stanley M. Davis, developed the course, provided further insight into the dynamics of the seminar. In the earlier years of the course, with the influence of Professor Davis, a sociologist, there was, naturally, a greater emphasis on sociological factors than when the course was taught by Professor Wells, whose field is international business. The following course outlines presented in two different years, 1970 and 1972, suggest the kinds of topics covered during the semester:

Business and Society in Black Africa

Tentative Outline - September 1970

1. Introduction
2. Social Context of Economic Behavior (includes four sessions of Comparative Business and Culture)
3. Case: Liberian Mattress Company
4. Industrialization (1)
5. Industrialization (2)
6. Market systems
7. Agribusiness
8. Urbanization and rapid social change
9. Elites and nationalism
10. Political structures
11. U.S. policy toward Africa
12. Conclusions

Business and Society in Black Africa

Tentative Outline - January 1972

1. Introduction and History
2. The Liberian Mattress Company
3. Industrialization (1): Why industrialize, barriers to industrialization, alternative policies.
4. Industrialization (2): Role of foreign investment, form of investment, the government viewpoint.
5. Industrialization (3): Economic integration
6. The Role of State Enterprises in Africa
7. Agricultural Development
8. Foreign Investment in Raw Materials
9. Social Structure (1): Tribalism
10. Social Structure (2): Urbanization and Rapid Social Change
11. Social Structure (3): Elites
12. Market Systems
13. Political Structures and Nationalism
14. U. S. Policy toward Africa
15. Student Report

Professor Wells expressed the feeling that the course did not directly relate to the career goals of the majority of the students taking the course. For this reason, among others, and because there are courses at Harvard University that can serve the needs of students who are seriously interested in Africa, Wells felt that it was not necessary to have such a course at Harvard Business School. He stated further that other courses offered in the MBA Program, such as "International Industrial Development," can equally well provide the tools for a career in Africa. Secondly, the kind of course that "Business and Society in Black Africa" was, and needed to be, made it difficult for MBA students to give it proper attention.

ORGANIZATIONAL DEVELOPMENT IN THE INNER CITY

This course was developed by Professor Paul Lawrence in 1968 as a doctoral seminar. In 1970, the course was taught jointly by Lawrence and Rudolph Winston, Jr., a former student in the course; it has been taught by Winston alone for the past two years. Lawrence believes that there is a natural cycle which exists whenever a new topic or course is introduced into

the curriculum. An experimental stage followed by a "shakedown" finally results in a well rounded or finely developed course or approach. With regard to minority-oriented courses in the MBA curriculum, Lawrence in 1973 saw HBS at a mature stage where most original courses have been eliminated. He therefore judged the time ripe to examine the curriculum and judge the need for minority-oriented courses.

"Organizational Development in the Inner City" has also matured and changed from the time of its inception. The original theme of the course was to examine the unique problem of starting a unique organization: the "community development corporation." Most of the cases written for the course were written on this process. Lawrence felt that this "community development corporation" theme was too narrow and there developed a need to broaden the focus. What needed to be considered was the variety of career options of minority managers with special attention to the problem of being a manager in the community. This spectrum is being considered now.

Initially, according to Lawrence, the course appealed to Black and White "social activists." Now the course appeals to minority students who feel motivated to think out their career plans with special consideration to the special problems of minority-group members.

Lawrence felt that there is a place for a course in career management at HBS as well as courses in organizational structure.

Rudolph Winston, Jr., confirmed Lawrence's view of the role of "Organizational Development in the Inner City" in the MBA curriculum. Its role in relation to the career goals of minority students, said Winston, has been to help students in their quandary concerning the best way for them to meet their commitment to their community - either by joining the world of big business and working within that structure or by working in the community in a grass-roots type organization or business. This defining of career goals has given the course its vitality.

A minority student's career goal, accoring to Winston, may not be any different from those of others. However, he looks at his goal while considering special factors, such as his own assessment of obstacles in the business world.

Winston's note to students in the course outline further expands the aims of the course:

> The primary purpose of this course is to facilitate your choosing a role for yourself in the economic development of blacks and other minority groups. The course has been planned to give the most practical experience in terms of the problems encountered, and alternative courses of action. An historical perspective has been added to increase understanding of how and why the conditions developed. Throughout the course, you should be examining each concept, each case experience, each alternative presented, to determine how it can aid you in deciding on a role ...
>
> Each student is required to prepare a statement of his role intentions. This should not be an artificial exercise, but

should represent a painstaking analysis of yourself, and how you plan to apply your talents to a particular situation ...

Also possible is the choice of a role to work in an established white concern, or to be active entrepreneurially outside the ghetto area. In other words, everyone need not prove himself by choosing a role directly in the inner city.

In the last two years a new course has been developed to meet the general need expressed by Professor Lawrence. Professors Athos and Vatter and Dr. Charles McArthur have offered "Self Assessment and Career Development in which students learn the process of personal assessment by studying data about another person and writing their analysis of it. They are asked to assess themselves individually and to translate their self-assessment into an exploration of early career possibilities, and consider alternative plans for action based upon information and perspectives about the recruiting process developed in class. While the course is not specifically aimed at minority students, it clearly serves their needs as well as those of the non-minority students.

CASE LIST

ORGANIZATIONAL DEVELOPMENT IN THE INNER CITY

1972-1973

TITLE	AUTHOR
Racism in America	Winston, R.
The Knightsbridge Human Resource Survey Report	Lawrence, R.P., Winston, R., Flather
Hough Development Corp.	Rosenbloom, R.S., Coburn, M.
Datamax Corp.	Lawrence, R.P., Darden, C.E.
Freedom Industries	Lawrence, R.P., Siris, P.
Freedom Electronics	Lawrence, R.P., Karuna-Karan, A.
Soul City	Lawrence, P.R., Siris, P.
James W. Budley	Lawrence, R.P., Darden, C.E. Timmons, J.A.
The Bedford-Stuyvesant Special Impact Program	Lawrence, R.P., Darden, C.E.
American Dream Soap Co. and Supplement	Glover, J.D., Russell, C.G.
Arthur D. Little/Harken	Scott, B.R., Winston, R.

The Arcata Mesbic	Winston, R., Scott, B.R.
Cooperative Furniture Store, E. Harlem	Lawrence, R.P., Karuna-Karan, A.
Unity Bank & Trust Co.	Lawrence, P.R., Karuna-Karan, A.
Reese's Quick Shop Project	Lawrence, P.R., Darden, C.E.
The South End Tenants Council	Lawrence, P.R., Parker, Darden, C.E.
B & M Construction Co.	Lawrence, P.R., Karuna-Karan, A.
MEDIC	Rosenbloom, R.S., Winston, R., Apgar
Housing Innovations, Inc.	Smith, G.A., Lasser, L.J.

POVERTY, MINORITIES, AND MARKETING

This seminar was first offered in Fall 1971 by Professor Frederick D. Sturdivant, who is now at Ohio State University. Sturdivant gave his views of the role of the course:

> The fundamental objective of the seminar was to establish an analytical framework which would enable managers to appraise the quality of marketing research activities focusing on minority consumers and to stimulate innovative approaches to conducting such research. You will note from the course outline that the seminar met for only two hours every other week. Therefore, we did not have sufficient time to develop as fully as I would have liked the practical applications of the theoretical framework.

A note on the course outline further discussed the dimensions of the course:

> The purpose of this seminar is to provide students with an opportunity to review representative writings in the marketing literature of low-income minority consumers and to appraise that literature in the context of subculture theory. The initial meeting of the seminar is designed to establish the setting within which marketing processes in the ghetto take place. Following a review of selected literature on the Black consumer in the second session, the seminar will turn to studies of Japanese-Americans, Italian-Americans, Blacks, and Chicanos. Underlying the study of these groups will be questions concerning the viability of the concept of a culture of poverty as well as methodological issues related to survey research vs ethnographic studies.

Required Sources

The Urban Villagers, Herbert J. Gans, New York, The Free Press, 1962.

Japanese Americans, Harry H.O. Kitano, Englewood Cliffs, N.J., Prentice Hall, Inc., 1969.

Tally's Corner, Elliot Liebow, Boston, Little, Brown & Company, 1967.

The Mexican-Americans of South Texas, William Madsen, New York, The Free Press, 1969.

The Ghetto Marketplace, Frederick D. Sturdivant, New York, The Free Press, 1969.

Culture and Poverty, Charles A. Valentine, Chicago, The University of Chicago Press, 1969.

Introduction

Poor and Minority Consumers

Subcultural Analysis

The Culture of Poverty

Black Subculture

Review and Summary

2.3 Minority Enrollments in Second Year Courses

A study was made of minority-student enrollments in second year courses for the academic years 1969-1970 through 1971-1972 to determine whether the patterns of course selections of these students were materially different from those of all MBA students. Since the second year is almost entirely an elective program and immediately precedes the student's graduation and entry into the job market, it is generally believed that these enrollment figures reflect student interests in alternative career paths.

The methodology followed was to calculate, on the basis of aggregate enrollment for the three years, the value of chi-square for each course, based on a two-way contingency table for each course in which the rows were "enrolled" and "non-enrolled" and the columns were "minority" and "non-minority." (Because of limitations on the number of courses a student may take, this is not entirely accurate; however, for the rough purposes of the present study the refinement of introducing these limitations as constraints was not considered worthwhile.

All courses in which the value of chi-square exceeded the 5% significance level were then selected out of the list and divided into two groups. The first included courses where minority enrollments were greater than expected; the second, those where they were less than expected. These two groups are listed in Tables 4 and 5, respectively.

A similar analysis for each year disclosed no results inconsistent with the aggregative figures.

Table 2-4

COURSES WITH ABOVE-AVERAGE MINORITY ENROLLMENTS

1970-1972

Business Administration and Government Policy

Business History

Financial Accounting II

Management Control Systems

Motivation and Control

Personnel Administration

Problems in Labor Relations I

Problems in Labor Relations II

Seminar in Low Income Housing

Technology, Business, and Society

Table 2-5

COURSES WITH BELOW-AVERAGE MINORITY ENROLLMENTS

1970-1972

Agribusiness Management

Corporate Financial Management

International Economic Development

International Finance

Interpersonal Behavior

Investment Banking

Investment Management

Management of International Business

Management Science Models

Manager in the International Economy

Manufacturing Policy

Marketing in the International Environment

Models for Planning under Uncertainty

Models for Portfolio Management

Project Management: Defense and Aerospace Marketing

Psychoanalytic Aspects of Management

Seminar in Agricultural Systems in International Development

Turning to the Tables, the following observations can be made:

1. Among the courses with above-average minority enrollments, there appears to be heavier emphasis on those concerned with labor relations, personnel, and controls. These courses make up six out of the total of ten listed in Table 2-4.

2. Two types of courses loom large among those with below-average minority enrollments. They are those concerned with finance and with international business. Each of these areas includes five out of the seventeen listed in Table 2-5. One course is counted twice, and so the two areas include nine out of seventeen courses.

Some caution must be taken in interpreting these results, since the courses listed in the two tables include most of the larger MBA elective courses. A given value of chi-square represents a smaller percentage deviation for a large course than for a small course. Table 2-4 includes all the personnel and labor courses offered by the School, however, and Table 2-5 includes virtually all of the finance and international courses.

While it is perhaps possible to speculate on interpretation of these tendencies, no dominant explanations emerged from our interviews. When one combines the fact that a large majority of the minority students took none of the minority-oriented courses (see page 38 with the inconclusive nature of the analysis of courses with above- and below-average minority enrollments, one is perhaps justified in concluding that in this area too the experience of the minority group in recent years has been broadly comparable to that of the other MBA students.

2.4 Selected HBS Cases on Minority Issues

The following lists of cases were compiled to show the spectrum of materials developed at Harvard Business School which deal with topics of special relevance to minority students. Cases were considered relevant if they considered the needs of minority groups, illustrated minority issues in business, or showed a minority protagonist in a common business situation. Some materials developed outside HBS were also used in MBA courses but are not included here.

An effort was made to determine how the materials were used in the MBA Program. Thus, Section 2.4.1 lists those cases used primarily in the required first year program. Section 2.4.2 includes those cases used in second year elective courses. Section 2.4.3 lists those cases which do not appear to have been used in the MBA Program. It must be understood, of course, that the syllabi of MBA courses are often changed from year to year, so that a particular case may be used during one academic year and not in another. Furthermore, there is some flexibility even within the required first year program, so there may be some variance in the cases used by the several sections of a given course at the discretion of individual faculty members. Where a case has been used in more than one course, it was usually listed under the first year program, if appropriate, or else in the area of most consistent use.

Cases were chosen from the sources listed in the bibliography below, as well as from course outlines available at Harvard Business School. It must be assumed that any such list is incomplete and does not represent a total picture of all relevant materials and their use, due to the complex nature of the Business School curriculum.

A case identifying number followed by an asterisk (4-271-224*) is for use in the HBS curriculum only. In some instances, the author has made use of the case subject to his permission. Companies which are the subjects of the cases may occasionally require that the information provided the case-writer be used only for teaching purposes at Harvard Business School. Or, the case may have been reproduced with limited permission from previously copyrighted material.

It has been said that the ideal circumstance under which a case is developed is when a faculty member sees a need for consideration of a particular topic in a course and develops a case for that purpose. In reality, however, what often happens is that field situations present many opportunities for interesting and potentially useful cases. But the limitations of scheduling are ever present and even though many cases on a particular topic (such as a minority issue) may be worthy of study, only a few may be actually used. It is important to understand then that infrequent or no use of existing cases may imply nothing more than a logistics problem. Conversely, there may be a dearth of appropriate field situations in the business world from which cases in important areas may be drawn. This latter factor has been mentioned frequently to explain what may appear to be a lack of use of cases on minority issues in the curriculum.

The "cycle" time at Harvard Business School regarding case development and use must be mentioned. There can be an extended period of time between the recognition of the need for certain types of cases and the writing and use of the finished product. Most cases written at Harvard Business School and many non-HBS cases are included in the Intercollegiate Bibliography, which is an important reference for teaching faculty. A time lag naturally exists from a case's inception to its discovery in the latest Bibliography by the general teaching faculty.

2.4.1 First Year Program

The first year of the MBA Program is organized into the following areas:

1. Control
2. Managerial Economics
3. Human Behavior in Organizations
4. Organizational Problems
5. Planning in the Business Environment (retitled "Environmental Analysis for Management" in fall 1972)
6. Marketing
7. Finance
8. Production and Operations Management

In conjunction with the first year courses above, students were assigned cases for written analysis in the course "Written Analysis of Cases," now discontinued.

NUMBER	TITLE	AUTHOR	COURSE USE
9-471-061	White, Smith Driscoll, Henry and Evans large private metropolitan law firm considers establishing ghetto office.	Foulkes, F.	Organizational Problems Human Behavior in Organizations, 1970-1971
9-471-075	Stewart Grow a high ranking Black must decide what to do about the firing of another Black he had hired. Factors include probable discrimination and the personalities involved.	Lorsch, J.W. Harmer, D.R.	Human Behavior in Organizations, 1972 Organizational Problems, 1970-1971
HP 675	EEG Roxbury	Lorsch, J.W.	Organizational Problems 1970-1971
9-313-051,2	Crawford Manufacturing Co. planning problems, emphasizes race relations and ghetto problems.	Birch, D.L. Jesaitis, P.T.	Planning in the Business Environment, 1969
9-313-053	Continental Baking Co. Black boycott against a Wonder Bread bakery.	Birch, D.L. Sigel, E.	Planning in the Business Environment, 1969, 1971, 1971 Special Session
4-372-004*	The Politics and Economy of Hunger changing economy of South as related to national farm policy; problems of malnutrition.	Neubert, B.B. Bower, J.L.	Planning in the Business Environment, 1971 Environmental Analysis for Management, 1972
9-372-243	Exit, Voice and Loyalty in South Africa challenge to Polaroid's position regarding doing business in South Africa.	Johnson, C.E.	Planning in the Business Environment, 1972
9-313-250	Con Edison Company of New York company relations with the Black community.	Lodge, G.C. Darden, C.E.	Planning and the Business Environment

NUMBER	TITLE	AUTHOR	COURSE USE
9-313-313-5	Bill Clark (A, B, C.) small businessman boycotted because of his fair housing support position.	Marshall, G.L. Myers Schofield	Environmental Analysis for Management, 1972-1973 Business Society and the Individual, 1970, 1971
9-313-027	Eastern Gas and Fuel Associates corporate planning of new communities and ghetto rehabilitation.	Birch, D. Mahlon, A.	Planning in the Business Environment Corporate Financial Management, 1969-1970 The Business Administrator and Government Policy, 197(
4-271-224*	Ault, Inc. new ventures case; Black management.	Silvers, J.B.	Finance, 1970-1971
4-672-142*	Ghettos Inc. community relations program of large clothing manufacturer; technical assistance to new Black business.	Lund, R.T.	Production and Operations Management, 1972
9-313-316	New Yorker Magazine concerns advertising from the South African tourist office.	Marshall, G.L. Heider, D.A.	Written Analysis of Cases, 1969.
9-313-050	Chandler Investments problem of discrimination charges by Black employees.	Matthews, J.B.	Written Analysis of Cases, 1970

2.4.2 Second Year Courses

"Business Policy" is the only required course for all second year MBA candidates at HBS. "Business Policy" discusses business problems from the managerial point of view. The remainder of a second year student's program is chosen from the nearly 100 elective courses and seminars available, usually with an emphasis in one area.

Fifteen second year courses were found to have at least one case pertinent to the study. Other courses whose outlines of study were incomplete may also have been considered minority topics at some time.

It will be noted that a large number of minority cases were used in and, in fact, developed for "Organizational Development in the Inner City."

NUMBER	TITLE	AUTHOR	COURSE USE
6G129	Well Run Oil Co. administration faced with decision about hiring additional minorities. Pressure for decision comes from group of Negro ministers and others who threaten boycott.	Greiner, L.	Business Policy
13C74	Motorola, Inc. describes evolution and current operation of this company's formal system for long-range planning.	Vancil, R.F. Athreya, M.B.	Business Policy Control, 1972
9-313-049	Potter Manufacturing Co. use of tests in hiring Blacks.	Matthews, J.B.	Business Policy
9-313-070	Smith Kline and French and Spring Garden urban renewal in Philadelphia.	Smith G.A. Lasser, L.J.	Business Policy, 1969-1970 Business, Society and the Individual, 1969-1970
9-313-001	The Stonetown Real Estate Corporation financial support for real estate operations in a ghetto area and programs for social change.	Bower, J.L. Archer, J.T.	Business Policy
9-470-051	Roberts-Roe White corporation assists two Black Businesses to get started.	Greiner, L.E.	Business Policy 1970, 1971

NUMBER	TITLE	AUTHOR	COURSE USE
9-313-113,4,5	First Pennsylvania Banking and Trust Company increasing Black participation in Philadelphia business community.	Smith, G.A.	Business, Society and the Individual, 1969, 1970
9-313-133	Clevite Corporation concerns corporations' contributions policies.	Marshall, G.L. Schofield, D.	Business Society and the Individual, 1969, 1970
9-313-344	Avco Corp. establishing a new division in ghetto area; hiring and training program.	Marshall, G.L. Myers Neal	Business, Society and the Individual, 1969, 1970, 1971
9-313-298	Duffield Dairy Co. (A) concerns equal opportunity employment practices; development of a hiring policy with preference to Blacks; training program.	Marshall, G.A. Myers	Business, Society and the Individual, 1969, 1970 Personnel Administration, 1972 Black Power and the Business Community, 1971-1972
9-412-101-3	Mr. and Mrs. Pappas, A, B, C. couple involved in selling their house are torn between a series of conflicting pressures.	Athos, A.G.	Business, Society and the Individual, 1969, 1970
4-372-331*	Black Workers and Organized Labor, 1900-1935 attitudes of unions toward Black workers in first third of 20th Century; illustrates problem of seeking social change via labor organizations.	Chandler, A.D.,Jr.	Business History

NUMBER	TITLE	AUTHOR	COURSE USE
9-370-016	Equal Employment Opportunities Commission the Equal Employment Opportunity Commission and the Federal Power Commission combine forces to push power companies into improving their minority hiring practices.	Fenn, D.H., Jr. Ujifusa, K.G.	The Business Administrator and Government Policy, 1971, 1972
9-412-065,6,7	Border State Bus Co. company faced with violence, wildcat strike, and economic boycottbecause of one employee.	Kennedy, M.T. Jedel, M.J.	Problems in Labor Relations 1969, 1970, 1971, 1972
9-472-606-610	Axton University medium-sized private university runs into difficulty during dorm construction - Black student group demands 20% Black and third world workers on site.	Kennedy, M.T.	Problems in Labor Relations 1971, 1972
9-572-031	United Methodist Church the national division of the United Methodist Church is attempting to improve its approach to northern urban Blacks.	Shapiro, B.P. Capitman, W.	Consumer Behavior, 1971
2-372-006,7,8*	Atlanta University Center describes development of new group of predominately Black institutions of higher learning.	Reynolds, J.I. Hilgenkamp, R.K.	Manager in the International Economy, 1972 Seminar in University Administration, 1972
9-313-331	Jackson Auto successful non-color based marketing strategy versus Black political goals and moral principles.	Davis, S.M.	Comparative Business and Culture, 1970, 1971, 1972

NUMBER	TITLE	AUTHOR	COURSE USE
9-370-123	A Question of Color setting is South Africa; change of manager's classification from "White" to "Colored."	Davis, S.M.	Comparative Business and Culture, 1972-1973
9-313-226	Black Business, Black Boss? concerns First Year HBS student who spends a summer trying to assist a small Black business in the South and describes his problems and frustrations.	Davis, S.M.	Comparative Business and Culture, 1969, 1970, 1971 1972
9-471-006	Racism in America Black history, psychological research and theories are examined for causes of racism.	Winston, R.	Organizational Development in the Inner City
9-471-043	The Knightsbridge Human Resource Survey Project White man chosen as head of research group hired by federal agency to work for local government group through neighborhood civic group.	Lawrence, P.R. Winston, R. Flather	Organizational Development in the Inner City
9-313-300-7	Hough Development Corp. federally financed business development organization in a ghetto area, series of cases pertains to many aspects of the company's experiences.	Rosenbloom, R.S. Coburn, M.	Organizational Development in the Inner City
9-470-022	Datamax Corp. describes the entrepreneurial activities of a Black man in Ann Arbor, his marketing, financial, and personal development strategies.	Lawrence, P.R. Darden, C.E.	Organizational Development in the Inner City, 1971, 1972

NUMBER	TITLE	AUTHOR	COURSE USE
9-470-029	Freedom Industries formation and development of a Black conglomerate which has electronics division and food retailing division.	Lawrence, P.R. Siris, P.	Organizational Development in the Inner City
9-470-030	Freedom Electronics a division of Freedom Industries.	Lawrence, P.R. Karuna-Karan, A.	Organizational Development in the Inner City
9-470-031	Soul City plans for new city in Southeastern U.S.-sponsored by McKissick Enterprises.	Lawrence, P.R. Siris, P.	Organizational Development in the Inner City Technology Business and the City, 1970
9-470-032	James W. Budley describes entrepreneurial efforts of a Black businessman in Washington, D.C.	Lawrence, P.R. DArden, C.E. Timmons, J.A.	Organizational Development in the Inner City
9-470-035	The Bedford-Stuyvesant Special Impact Program program to sponsor local business in the Bedford-Stuyvesant area.	Lawrence, P.R. Darden, C.E.	Organizational Development the Inner City
9-370-046	American Dream Soap Co. the initial organization and operation of a soap company by a Black man who desires to set an example and provide jobs for others in his community.	Glover, J.D. Russell, C.G.	Organizational Development in the Inner City, 1971, 1972
9-370-089	Supplement to American Dream Soap Co.		

NUMBER	TITLE	AUTHOR	COURSE USE
9-370-080	Arthur D. Little/Harkan established consulting firm considering whether or not it should help a struggling business in Watts, California.	Scott, B.R. Winston, R.	Organizational Development in the Inner City, 1971, 1972.
1-471-078*	The Arcata Mesbic efforts of Arcata National Corp. to improve economic conditions of minorities and impoverished in E. Palo Alto, California; set up Mesbic; (Minority Enterprise Small Business Investment Co.)	Winston, R. Scott, B.R.	Organizational Development in the Inner City
9-471-001	Cooperative Furniture Store, E. Harlem a cooperative furniture store developed as a result of sonsumer education.	Lawrence, P.R. Karuna-Karan, A.	Organizational Development in the Inner City
9-470-024	Unity Bank & Trust Co. setting up a financial bank in inner city of Boston and the functioning of its loan department with respect to loan applications for new inner city businesses.	Lawrence, P.R. Karuna-Karan, A.	Organizational Development in the Inner City, 1971, 1972
9-470-026	Reese's Quick Shop Project a Black businessman attempts to establish a pilot convenience food market in Roxbury.	Lawrence, P.R. Darden, C.E.	Organizational Development in the Inner City, 1971, 1972
9-470-027	The South End Tenants Council development of grass roots organization for better housing.	Lawrence, P.R. Parker Darden, C.E.	Organizational Development in the Inner City, 1971 1972

NUMBER	TITLE	AUTHOR	COURSE USE
9-470-028	B & M Construction Co. concerns a 221-D3 Federal Housing Project in New Orleans.	Lawrence, P.R. Karuna-Karan, A.	Organizational Development in the Inner City
1-372-070	MEDIC political, economic, and social problems involved in setting up a community development corporation.	Rosenbloom, R.S. Winston, R. Apgar	Organizational Development in the Inner City
9-313-109	Housing Innovations, Inc. private group involved in slum rehabilitation in Roxbury	Smith, G.A. Lasser, L.J.	Organizational Development in the Inner City, 1970 Seminar on Low Income Housing, 1971
9-313-111	Roxbury Development Corp. (A, B.) private group involved in slum rehabilitation.	Smith, G.A. Lasser, L.J.	Seminar on Low Income Housing, 1971
9-313-058	Crown Heights apartment building investment	David, P. Poorvu, W.J.	Urban Land Development, 1969
9-313-060	The Kennedy Proposal legislation on low-rent housing in ghetto.	David,P. Poorvu, W.J.	Urban Land Development, 1969
13G57	Jones Wharf Redevelopment	David, P. Poorvu, W.J.	Urban Land Development, 1969
13G63	Southwest Washington	David, P. Poorvu, W.J.	Urban Land Development, 1969
9-670-030,1,2	Woodland Job Center (A, B, C.) General Electric Co. in Cleveland donated vacant building for use as job training center for ghetto youth.	Rosenbloom, R.S. Siris, P.	Technology, Business and the City

2.4.3 Minority Cases not used in the MBA Program

These cases were developed by HBS faculty members but have not been incorporated into any MBA course. A number of them were used in the School's Executive Education Programs such as the Advanced Management Program and the Program for Management Development, but these are outside the scope of this study. Of course, these cases add to the reservoir of materials available to HBS faculty members for their courses, and most are available for use at other business schools as well.

NUMBER	TITLE	AUTHOR
9-571-047	Daiahiki Village, Inc. retail business; low budget marketing strategies.	Heskett, J.L.
9-571-056	Sheldon Container Corp. survey to ascertain employee attitudes.	Sultan, R.G. Willis
9-670-017	The Hough Development Corp. H. relates success of the corporation one year after its inception.	Rosenbloom R.S. Coburn, M.
13G40	One Company's Commitment: Chio Bell's Programs In Cleveland	Rosenbloom, R.S. Gross
13G41	Planning for Coastal Metropolis, Parts I-III	Kilbridge, M.
9-271-634	Poder Industries California Community-Based Wood Manufacturing Co. focus on lack of equity capital among minority groups hoping to go into business; various proposals considered.	Carter, E.E. Aragon, G.
9-671-030	Oklahomans for Indian Opportunity A - A Program in Rural Economic Development conceptualization and initial operations of Oklahomans for Indian opportunities rural development program, an OEO project to provide employment and equity ownership to low-income Indians.	Rosenbloom, R.S. Coburn, M.
9-671-031	Oklahomans for Indian Opportunity B - The Lost City Cooperative Marketing Assoc. Inc. concerns cooperative to raise feeder pigs.	Rosenbloom, R.S. Coburn, M.
1-472-069*	Lincoln Hospital (A) dispute over hospital care in ghetto area which raised issues of racism, discrimination, community control, and the ethical right of doctors to strike.	Sheldon, A.P. Deschamps, J.

NUMBER	TITLE	AUTHOR
3-472-070*	Lincoln Hospital (B): "Behind the Conflict over the Pediatric Post" - New York Times, November 29, 1970	Schwartz, H.
3-472-071*	Lincoln Hospital: Case History of Discussion That Split Staff - New York Times, December 21, 1970	Kaufman, M.T.
3-472-117*	Black Executive and the Corporation - A Difficult Fit problems faced by Black executives in White business corporations.	Taylor, S.A.
9-370-081	Bootstraps, Inc. the evolution of an innovative, multi-project small business created by Black man.	Glover, J.D. Russell, C.G.
9-371-123	Note on Black Business in U.S. history and development of business owned and operated by Blacks.	Johnson, C.E.
9-371-187	Supreme Life Insurance Co. activities of Supreme Life in the Black insurance market	Johnson, C.E.
9-470-068	Bailey Printing and Envelope Co. problems encountered by a family owned Black printing company.	Lawrence, P.R. Darden, C.E. Timmons, J.A.
9-313-312	Chrysler Corporation efforts to hire and train the culturally disadvantaged unemployed.	Smith, G.A. Lasser, L.J.

NUMBER	TITLE	AUTHOR
9-671-001	Pittsburgh Plant a company decides to transfer a number of Blacks from hourly to salaried positions; climate of pressure to take affirmative action on Black employment issues from headquarters; Black work force unhappy and distrustful.	Bennigson, L.A. Deschamps, J. Johnston, H.R., Jr.
4-472-147,8,9*	Ed Humphrey career development; career choices of second year student.	Athos, A.G.
9-413-031	Rush at Digma Si reaction of fraternity to one anonymous veto of a Black pledge candidate whom minority want accepted.	Seiler, J.A. Deeter, P.B.
9-470-023	Conceptual Note on the Processes of Developing Ghetto Organizations	Lawrence, P.R.
9-470-048	Lee's Flower and Card Shop, Inc. concerns Black businessman who owns shop in predominately Black section of Washington, D.C.	Lawrence, P.R. Timmons
9-470-049	Leever Builders, Inc. problems of a newly formed Black construction company	Greiner, L.E. Duncan, J.
9-470-050	Pierce Designs new minority business producing high quality women's clothing in Bedford-Stuyvesant area.	Lorsch, J.W. Johnson, H.R.
9-313-002	Stonetown Development Corporation problems concerning bi-racial voluntary social agency board of directors.	Seiler J.A. Rosenberg

NUMBER	TITLE	AUTHOR
9-313-361	Alabama Textile Products Corp. plans for desegregation of a textile mill in Alabama	Cook, P.W. Meredith, R.C.
9-369-022	Hotel Corp. of America hiring hard-core unemployed.	Matthews, J.B. Jesaitis, P.T.
9-370-045	A Note on Black Capitalism Black capitalism as a means of achieving Black economic development	Johnson, C.E. Graham, E.M. Jennings, A.
9-312-101,2 (12G101)	King-Bison Realty Trust private enterprise involved in slum rehabilitation.	Rosenbloom, R.S. Pritchett, M.F.
9-312-104 (12G104)	Reflections on Housing the Poor concerns residential segregation.	Chazen, L.
9-313-212	Bergen County Chamber of Commerce bus service from urban areas to suburban plants.	Schneider, L.M. Gurin, D.
9-313-043	Isaac Steinhart efforts of White educator to institute business courses in ghetto.	Rosenbloom, R.S. Cross, C.M.

3. CAREER DEVELOPMENT AND PLACEMENT

3.1 General

In the revised proposal submitted May 6, 1970 the third part of the research project was described as follows: "The third part of the research project will focus on the placement experience and subsequent career paths of minority group students when they complete the MBA Program." The material which follows describes the activities of the Harvard Business School which impinge directly on career plans and placement in jobs after graduation, and describes in particular certain aspects of the experiences of students who are members of minority groups. This information was drawn from members of MBA classes graduating in the period 1970-1973 inclusive. The total number of students graduating during this period was (3027) approximately (153) of whom were women and approximately (192) were members of minority groups. In interpreting these figures it is important to note that more than (90%) of the members of minority groups and women who were admitted and came to the School actually graduated and went on to administrative and managerial jobs in business and other types of organizations.

3.2 Office of Student Counseling

In addition to the contribution and curriculum and regular educational activities made to career planning by students, other major assistance to students is provided by informal faculty contacts and discussions and the Office of Student Counseling. The latter currently makes available to students requesting such help individual counseling about their career plans given by professional advisors. This activity is in addition to the counseling of students needing help in relation to personal problems. In 1972-1973 somewhere around 125 students availed themselves of the opportunity to discuss their career plans with professional advisors. These discussions involved nearly 750 hours of time on the part of professionals.

Professional career counseling was begun in 1969 and the Office of Student Counseling was set up a year later. This activity developed in part because of a long felt need, previously met informally if at all by members of the Dean's Office and the Director of Placement. Recognition of a probable critical need for counseling on the part of the first sizeable contingent of members of minority groups who were admitted in the fall of 1968 also played a part in the decision to set up the office. It should be made clear, however, that this activity was never envisioned as a special activity provided for the benefit of minority group students. Had the latter been the case, the activity would have been a disaster, highly resented by those it was designed to help and little used in consequence.

Although separate and detailed figures are not kept for the use of the Student Counseling Office by minority group students, it is the judgment of those involved that minority group students make use of these facilities in about the proportion they represent of the total student body. The obvious question whether this is adequate provision for such help

is difficult to answer. With more than 750 students a year graduating and entering on their careers any practicable capacity provided in the office would quickly become saturated. Currently no student is actually turned away, but the lead time before he or she can see an advisor soon becomes so long that some students do not bother to make an appointment after inquiry. Of course, priority is given to referrals and students with critical problems.

In 1972-1973 under the joint sponsorship of the MBA faculty and the Office of student Counseling, a Career Counseling Seminar was offered by Professor Anthony Athos. The course emphasized controlled introspection and self examination with the idea that "the better you know yourself, the better career plan you'll make." The course held greatest interest for those students who were uncertain about career plans including:

1. Veterans coming to HBS from military service.

2. Students with no prior experience in business.

3. Women (who tend to be younger and have less business experience).

4. Students who are changing careers (including a sizeable number of engineers).

Dr. Roderic Hodgins, Director of the Office of Student Counseling, commented that while students from minority groups may have special problems in planning their careers, this seminar did not have particular relevance to them except as they may also have been members of the groups listed above.

Dr. Hodgins saw the situations of women and blacks as being somewhat similar in that there is a need for companies to employ more Blacks and Women in line command positions and in jobs requiring contacts outside the companies such as sales and marketing. Minority students are also wary of "tokenism" by employers, although this practice and consequent concern on the part of minority students seems to be diminishing. Students who are members of minority groups also may be reluctant to venture into locations where they will be the only member of their group in a town. For this reason they sometimes limit their job choices to larger cities.

There is another source of difficulty that has to be faced in counseling members of minority groups. New tests and tools are badly needed in order to do an effective job of advising minority students in choosing careers. The most frequently used tests in counseling students who need aid in defining their career goals are the Strong Vocational Interest Blank and a standardized IQ test. Up till now IQ instruments have been based upon white norms, and the "women's" blank of the Strong is "sexist" and perhaps not relevant to MBA women. Whether the Strong is relevant and valid for blacks is unknown. It will be some time before new norms can be established that include minority groups and women in career positions suitable for MBAs. These difficulties make the counseling of women and members of minority groups less effective than it otherwise might be. No immediate solution to this problem is in sight other than increased skill and understanding on the part

of professional counselors. That this is taking place is attested to by comments of the counselors themselves and of members of minority groups who have been helped by them.

3.3 Placement Office

The activities of the Placement Office have been described in some detail in our Progress Report of May 1972 and will only be outlined here. Basically the Placement Office provides the interface between the students seeking jobs and employer companies seeking to hire MBAs. The office arranges visits by company recruiters, sets up and provides facilities for students to interview recruiters of particular companies, collects from students resumes indicating their experience and job objectives, distributes student resumes to company recruiters, maintains a library of information about recruiting companies, posts descriptions of job opportunities received through the mails and advises the Dean and faculty on matters pertinent to the process of helping students enter jobs of their choosing. Any time left over from these activities is spent in personal discussions with students and recruiters in connection with the actual placement process. Little time is available for helping students individually with their career plans. Table 3-1 summarizes certain quantitative aspects of Placement Office activities during the past five years.

3.4 Recent Developments Related to Placement

In our Progress Report of May, 1972 we noted that the first substantial number of minority group members who graduated in 1970 experienced severe frustration and discontent during their stay at the Harvard Business School. Part of this was a general mistrust and suspicion of all institutions of the white establishment. Coupled with this was a lack of experience on the part of the School with the special concerns and sensitivities of members of minority groups. While many of the grievances of these students were directed at other aspects of the School's program, there was some misapprehension on their part concerning the function of the Placement Office and to a large extent they avoided participating in the regular activities of the Placement Office. In part, as a result of this dissatisfaction and in part because of long-felt needs on the part of all students the Dean of the Harvard Business School set up two committees, one to concern itself with complaints about the Placement Process, which becamse the Placement Complaint Board (called a "Board" in keeping with nomenclature used for groups having power to specify administrative action). The other was the Advisory Committee on Placement. Also set up at this time was the Office of Student Counseling mentioned earlier in this report.

The Placement Complaint Board is made up of two students, two members of the faculty, one alumnus, and one member of the MBA Administration. In addition to these six regular members a seventh is added when a complaint is received from a Woman, Foreign Student, Black or member of another minority group. In each case the seventh member is chosen from the particular group represented by the complainant. The purpose of the Board is stated to be "to serve as a fact-finding agency and to conduct hearings on complaints concerning alleged violations of the School's placement policies and procedures, and to recommend appropriate sanctions for such violations." Whether the presence of this Board has served to defuse some of the hostility of minority group members towards the placement process or whether a generally improved

Table 3-1

HARVARD BUSINESS SCHOOL PLACEMENT OFFICE

PLACEMENT INTERVIEWS REPORT

1973

SURVEY OF STUDENTS

	1973	1972	1971	1970	1969
Candidates for the MBA Degree	807	746	754	746	655
Career Service Officers Assigned to the School	20	35	25	40	43
Graduating Students Available for Placement	787	711	729	706	612
Graduating Students Who Had Placement Office Interviews	696	620	707	654	510

INTERVIEW DATA

*Employers (Companies, Agencies) Which Interviewed	322	315	328	322	367
Employer Representatives Who Interviewed	861	791	662	687	790
Second-Year Interviews Held	6993	6781	6695	6015	6218
First-Year Interviews Held	1100	876	1149	1317	1252
Other Interviews Held (Recent Alumni, Harvard Law School, etc.	145	59	11	37	67
Total Interviews Held	8238	7716	7855	7369	7537
Average Number of Interviews per Second-Year Student Using Placement Service	9.7	11.1	9.5	9.7	12.15
Number of Schedules	814	769	750	759	840

*This includes subsidiaries of divisions of companies which interviewed separately.

climate both at the School and among employers is responsible for the change, the number of complaints has dropped sharply since 1971. In 1973 no formal complaints were received by the Board.

The Advisory Committee on Placement is composed of five students (including on Black student, one Foreign student and one Woman), three faculty members, two alumni, two representatives of employer companies, and one each from MBA administration, External Affairs, and Placement. This committee has been very active during the past three years, making a substantial number of recommendations, some of which have been carried out, others are under consideration and still others, while obviously desirable, do not seem feasible. Some of these recommendations and changes in procedure have been discussed in the Progress Report of May, 1972 and will not be repeated here.

At the suggestion of the Committee in 1972-1973, in addition to the customary information provided to companies recruiting at HBS (such as the brochure "More Effective Recruiting at Harvard Business School), it was decided to publish a set of guidelines for interviewing and hiring women candidates. Not only did this memorandum prove useful with regard to avoiding discrimination on the basis of sex but it also served as a reminder that discrimination based on race, religion and natural origin is equally illegal and would not be tolerated in the Placement operations at HBS.

For many years, in addition to its major function of bringing student and recruiter together the Placement Office has sponsored each year a series of group meetings, often called Career Seminars, open to any interested student, where career opportunities in some particular field such as "Finance" would be discussed by a panel of individuals working in that field. Often the panel members were alumni, sometimes they were members of the faculty. Those meetings varied in the way they were set up - sometimes through Alumni Clubs, sometimes by the Placement Office and sometimes by a student Placement Committee of the Student Association. Although attended by several hundred students these meetings were often said to be of only marginal usefulness. Nevertheless, the Advisory Committee on Placement felt they could be of sufficient practical value to students to warrant placing new emphasis and additional resources on such activities.

By the fall of 1972 the Committee-sponsored activities had developed into what was called the "Fall Placement Orientation Program." This involved several class-wide information and "technique" meetings, faculty conducted career seminars by area interest, coordination of student special interest club seminars and an Interview Success Skills Program.

For a number of years at first- and second-year class-wide meetings in the fall, Mr. Steele, Director of Placement, has explained the procedures of the Placement Office and distributed manuals to aid students in their job campaigns. Usually, a student representative on the Advisory Committee on Placement or of the Student Association also speaks and suggests students contact him for help or with suggestions concerning the Placement Process.

"The Interview Success Skills Program" instituted the previous year was expanded this year to the point where almost one quarter of the second year class participated in this program of programmed learning, tape recordings of

interviews, and role playing exercises designed to increase an individual's effectiveness in an interview. Eight students, including one minority student, were trained by a professional in the Dean's Office to conduct skill sessions for small groups of students. These student instructors then provided interviewing training to the nearly 200 students who signed up for the program.

The Faculty Career Seminar Program involved fourteen sessions, each led by one or two members of the faculty. The topics covered in these sessions included most of the following, with each session devoted to a different area of business:

1. the types of activities involved in the day-to-day lives of people in the career field,
2. a description of starting job activities and assignments,
3. the types of persons most likely to succeed in the career field,
4. special skills required,
5. the personal demands in hours, travel, energy, etc.,
6. patterns of career advancement,
7. location of primary centers of activity,
8. potential international dimensions of the career,
9. sources of "unpublished" information on individual companies,
10. sources of additional information,
11. some suggestions on how to crack the job market in this area,
12. compensation, and
13. career risks.

A list of the seminars containing the names of the faculty members involved and the approximate attendance figures will be found in Appendix 2.

The wide use made of the Interview Success Skills Program and the favorable comments made by participating students suggest that this activity made a real contribution to the effectiveness of the total placement experience. While detailed records of individual participation were not kept, a relatively higher proportion of minority students are thought to have utilized this program than was the case for the class as a whole. Thus the Interview Success Skills Program is one which has been especially useful in meeting certain needs of members of minority groups, and indeed it was suggested and supported by these groups. In addition it also met an important need felt by non-minority students as well.

The Faculty Career Seminar Program was also well received. Questionnaires distributed at the program showed that 90% of first-year students and 82% of second-year students who attended rated the content as three or higher on a five-point scale. Most students attended more than one session, the average being 2.8 for those who attended at all (no questionnaires were obtained for students who did not go to any of the sessions). The student newspaper seemed to be the most effective source of information about the program. Minority students and women appeared to attend these meetings in about the same proportion as their classmates.

Student special interest clubs have for many years been active in attempting to help their members in the placement process. These activities include direct mail campaigns to organizations in the area of the club's interest. On occasion, lists for this purpose have been purchased by a club from Dun and Bradstreet and other sources. Many student clubs have maintained special contacts with particular alumni clubs in different parts of the country and have enlisted their help in trying to obtain job referrals. Some clubs have been able to secure publication of special articles indicating the high quality and availability of talent among graduating MBAs.

While the numbers of students who have actually obtained jobs through student club activities are small, the contribution of such activities to the placement process has been significant. Not only have such activities been useful in helping many students in developing their career plans even though they did not obtain jobs thereby, but also, for the few students who did find jobs in this way, these jobs have often been ones which were out of the ordinary (but not necessarily in terms of salary) and were jobs uniquely fitted to the goals of these students. Most of the activities of these student interest clubs were not particularly relevant to the needs of students who were members of minority groups and such students made no special use of club efforts.

The one exception to the foregoing is the Afro-American Student Union which has been of great interest and effectiveness in working with minority students, mainly Blacks. A more detailed account of their activities is thus appropriate and is given in the next section.

A summary of Student Club Placement Activities for the year 1972 is given in the Appendix 3. Except in the case of the Afro-American Student Union the list of activities for 1972 is more or less typical of student club activities in recent years.

3.5 Placement Activities of the Afro-American Student Union

From their first arrival in substantial numbers in the fall of 1968 to the present, AASU has had an important place in the lives of Blacks in the MBA Program. This organization was particularly important to that first group who experienced a great deal of disillusionment and alienation from the HBS school community. Not only did AASU supply psychological support to its members and political clout in pressing the many grievances felt by these individuals, but the organization was the focus of much of the placement activity of the first group of Blacks who graduated in 1970 and who turned away from the regular placement process.

Although most members of minority groups after the first group to graduate in 1970 have participated in the regular Placement Program, AASU has continued to provide an important psychological support to its members in their career planning. As former members of AASU have graduated and taken jobs they have maintained contact with the organization and many have returned to the campus where they have not only helped individual members in career planning but most importantly they have served as role models of Blacks in management positions, such models being scarce and none too visible in business organizations in general.

More formal placement activities of AASU this past year included two "Afro-Career Days," one on January 18, 1973 to which all minority students were invited. The major activity of the day was a panel discussion by seventeen Black HBS Alumni who shared their experiences in planning their careers and their experiences in their companies and in the jobs they chose. The focus of this first Career Day was on non-financial jobs in such areas as marketing and production.

Each speaker discussed such practical topics as:

1. his second year MBA program
2. his resume preparing strategies (in many cases four or five resumes were prepared)
3. how he handled his interviews
4. how he used the Placement Office
5. how he screened the companies of interest (including one case of determining a company's potential five years in the future)

Further, speakers gave the students insights into the business environment and the natures of their individual jobs. Feelings about their Business School experiences were also expressed.

A second Career Day dealing with jobs in Finance and related areas was held later in the year.

The general attitude of the alumni panel members seemed strongly positive. They felt the MBA Program had prepared them well for their varied jobs. The speakers reported that they had received a substantial number of job offers with good starting salaries. Their advice to students included: "Don't worry, the MBA Program is harder work than performing in the business world."

While they were strongly positive as to immediate prospects, the speakers were less certain about the future. They felt they were performing well in their jobs, perhaps not getting paid enough for the quality work they were doing. There was no reference to feeling that their jobs were meaningless or for "show." Opportunities seemed fine on the middle management levels (supported by their success in job searches). When it came to the future they had some doubts. They felt job mobility was fine up to a certain level but that there might well be problems as far as real

advancement for members of minorities to the upper management levels in most business communities. Thus an important message seemed to be "get out on your own as soon as you can, for entrepreneurship is the key to the greatest financial rewards."

These career days were viewed as a huge success by members of minority groups. These programs give such students reassurance about why they are working for an MBA and give them the feeling there is a real place for them in business. Such programs thus are a vital part of the Harvard Business School experience for members of minority groups.

The AASU also provides an opportunity for members of minority groups to meet informally with minority MBA alumni who have recently formed a special Boston Area Minority Alumni group. AASU also engages in many of the other activities engaged in by other student clubs, such as sending out collections of resumes to certain business organizations and contacts, and helping individual students meet alumni in their home community, etc.

A summary of the Afro-Career Day activities on January 18 is given in Appendix 4.

3.6 Placement Outcomes

Table 3-2 lists the median salaries attained during the period 1969-1973 by Harvard Business School MBAs in their first job after receiving their degrees. Comparisons with similar data from other graduate schools suggests that MBAs attain salaries that compare favorably with those obtained elsewhere. A major question then is, how do the salaries obtained by women and members of minority groups compare with those of their classmates? From a number of different sources of data, including questionnaires obtained at the time of graduation, questionnaires filled in after a year or two on the job, and discussions with recent alumni, it is clear that for the classes graduating in 1971, 1972, and 1973 the median starting salaries for members of minority groups were as high or perhaps even higher than those for their classmates. For women the median salaries for 1970 and 1971 were lower than those for their classmates but in 1972 they were equal to those of their classmates. In 1973, in the case of the women, the median starting salaries were very close, but slightly lower again.

A copy of the Placement Report on the MBA Class of 1973 for the Harvard Graduate School of Business Administration is given in Appendix 5. Similar reports are available for previous years.

We have already described one set of impressions from minority group members about their experiences in the first two or three years on the job in the previous section reporting on the Afro Career Day activity. From questionnaire data and discussions with members of the minority group and other alumni about their experiences at Harvard Business School and in their jobs we have the following impressions:

Table 3-2

MEDIAN MBA STARTING SALARIES FOR THE YEARS 1969-1973

Year of Graduation	Median Starting Salary
1969	$ 14,000
1970	15,000
1971	15,000
1972	16,000
1973	17,000

A. With respect to their Harvard Business School experience in relation to their careers:

1) The HBS experience seems, overall, to be viewed favorably by both minority and non-minority alumni, perhaps even more favorably by the minority group.

2) Minority alumni feel that process factors such as development of confidence are the key inputs of the HBS experience. They feel, however, as do non-minority alumni, that the MBA curriculum could be made more relevant to their needs.

3) Finally, minority alumni feel strongly that increased contact with and feedback from faculty would greatly improve the quality of their educational experience.

B. With respect to their Job Search:

1) Minority alumni report more job offers per person than non-minority alumni.

2) For all alumni, the Placement Office is the most frequently used and highest rated job search resource. Though they used the Placement Office with equal frequency, minority alumni found it more helpful than did non-minority alumni.

3) A great majority of minority alumni indicated that their minority group membership helped, rather than hindered their job search.

C. With respect to Types of Jobs Held:

1) Although minority alumni somewhat more often take positions outside of business (education, government, other non-profit organizations), nearly three-quarters of them do go into business and industrial jobs. However, minority alumni more than twice as often choose jobs in "one of the biggest" companies than is the case with non-minority alumni and they are only half as likely to work in firms described as "smaller than average."

2) Most minority group alumni are located in the mid-Atlantic and mid-West regions whereas non-minority alumni are more widely scattered.

3) More of minority alumni report their first jobs were "line" than non-minority alumni, although this difference disappears for current jobs. Minority alumni more often work in Finance, Accounting, Control and Corporate/Organizational Planning and less often in Marketing and General Management than do non-minority alumni.

4) We have already noted that the median starting salaries for members of minority groups equal or slightly exceed those for

non-minority alumni. This is also true for their current jobs (one, two or three years later).

D. With respect to Job Climate:

1) Compared to non-minorities, minority alumni see themselves as less similar to colleagues on the job in terms of background and experience.

2) Minority and non-minority alumni alike indicate positive relationships with others on the job. There is a slight tendency for minority alumni to report better relationships with subordinates, and for non-minority alumni to report better relationships with superiors.

3) Minority alumni were quite varied in their assessments of their companies' attitudes and efforts toward minority career development. Many were uneasy about their prospects for advancement to higher management levels.

E. With respect to Job Related Problems:

1) While both minority group alumni and their non-minority classmates report job problems with equal frequency, the former cite under-utilization of skills and initial adjustment difficulties more often than non-minority alumni. They also report less success in resolving such problems and have less optimism about what can be done to improve the situation.

F. With Respect to Attitudes Toward Their Careers:

1) Minority alumni more often than non-minority alumni describe their levels of responsibility as above average and their expectations as to future levels of responsibility are also higher. More of them see themselves as "Chief Executive" in ten years. This expectation is especially interesting in the light of their expectation that they will not be promoted to the higher levels of management in the companies where they are currently employed. Many are explicit that they will have to cut loose and go into business for themselves.

2) Minority alumni were more often "extremely dissatisfied" with their first jobs; yet the proportion "extremely satisfied" is about the same as for non-minority alumni. Over one-third of minority alumni describe their first jobs as "much worse than anticipated." Finally, minority alumni are on the whole more satisfied with their overall career progress than are non-minority alumni. It is clear that minority alumni are more polarized in their reactions to the job situation. They are on the whole less satisfied with their particular jobs and more often see a move to another company in the near future. Still they are proud of the progress they have made and feel they have done as well or better than their non-minority competitors in their companies.

APPENDIX 1

M E M O R A N D U M

May 2, 1974

To: Members of the Faculty

Attached is the 1974 Admissions and Financial Aid Policy Subcommittee report. We would appreciate Faculty feedback and constructive suggestions for this report at your earliest convenience.

Respectfully submitted,

John Duncan
Eileen M. Friars
Jack Gelman
John Gladney
John Glover
Ray A. Goldberg
Pedro A. Hernandez
Paul Marshall
William Miller
Henry J. Montgomery
Walter Morris
Rand Neyland
Joan Pinck
Dan Resendez
Alberto B. Salinas
John Shark
Eric Vogt

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DRAFT 5/1/74

REPORT OF THE SUBCOMMITTEE ON ADMISSIONS AND FINANCIAL AID POLICY

I. Introduction

The 1974 report of the Subcommittee on Admissions and Financial Aid Policy is part of a continuing process of reviewing admissions policies and procedures at Harvard Business School in view of changing economic, political and social conditions. The needs of various industries have changed dramatically - the complex nature, the multi-national dimensions, and the social requirements of these firms require highly trained managers. Our MBA Program is also being updated in response to the managerial needs of new types of private and public firms and institutions. Similarly the breadth and diversity of students who can utilize our programs is also changing. In essence, our Admissions Board acts as a procurement organization for the human raw material needed to supply our ultimate market.

We have attempted to place this report in the historical perspective of recent reports and recommendations. Appendix I lists the recommendations of the 1968-69, 1970, and 1972 committees.

The recruitment of well-qualified applicants to the MBA Program is the first stage of a long-term educational process. Our goals for admission are obviously related to the product that we want to emerge from the education process and to the education process itself. The goals that were stated in the 1970 report are still applicable today. They are as follows:

In terms of output, we want to have alumni who will:

- be leaders in our society and economy,
- view organizations as effective means of achieving social purposes.
- provide managerial talent for both American and foreign businesses and for other organizations,
- provide a broader socio-economic-cultural base from which leaders, managers, and administrators are drawn.

In terms of the educational program itself, we want to have students who will:

- improve themselves by increasing their skills and thus expand their potential roles in our economy,
- contribute to the learning process of their peers by bringing their background, knowledge, and experience to bear on case discussions both in and outside the classroom,
- share with the Faculty an interest in the subject matter, concepts, and skills which constitute a curriculum in business administration, and energetically participate in the learning process,
- have the ability to perform well academically.

The evaluation of applicants is based on three main areas: (1) academic ability, (2) past and potential administrative achievement, (3) those personal qualities necessary for outstanding achievement in management.

Given that the School must select an entering class from a large number of applicants, most of whom posess the basic qualifications to benefit from the MBA Program, we agree with previous statements on the evaluation of applicants to identify those individuals who are outstanding in several of the following characteristics: intellectual aptitude, entrepreneurship, peer leadership, demonstrated concern for social issues, non-academic achievement (either administrative or non-administrative), and other distinctions.

The School has a commitment to provide decision makers for a wide variety of business and other managerial types of organizations, both in this country and abroad. We also have the responsibility to recruit these potential leaders from a broad socio-economic cultural base. It is this responsibility that is the priority consideration of this 1974 report.

Included in this report are summary statements from a number of subcommittees of the Admissions Subcommittee involving questions of (1) overseas applications, (2) women students, and (3) financial aid needs (see Appendices II through V). The overriding question that has faced this Admissions Subcommittee, however, has been reviewing the causes for a 48% reduction of enrollment of minority students in the fall of 1973 over the previous year and the actions the Admissions Board has taken to make certain that the number of minority students increases.

Because our major concern is the decline in the number of minority students at Harvard Business School, we begin our report with the memorandum from the Subcommittee on Minorities under the direction of Professor Paul W. Marshall. This memorandum provides us the background necessary to evaluate the specific recommendations that follow the memorandum.

Appendix 1

PAST RECOMMENDATIONS

I. March 1970 Report of the Subcommittee on Admissions Policy

which CARRIED.

In summary, the Motions passed were as follows:

(Standing Subcommittee)

1. that a standing subcommittee of the Policy and Operating Committee be established to deal with admissions and financial aid policy issues as they arise, to serve as an information channel between the Faculty and the Admissions Board, and to consider ways of further improving the admissions process.

(Separate procedures for educationally disadvantaged groups and selected foreign countries)

2. that, with the exception of the separate procedures for candidates from educationally disadvantaged groups and from foreign countries other than those in Western Europe or those in which English is the principal language, all applicants to the MBA Program shall compete on a free and open basis for places in the Program.

(Overseas recruitment)

3. a. that qualified applicants from foreign countries other than those in Western Europe or those in which English is the principal language be admitted so as to constitute a minimum of approximately 4% of the class, and that recruiting efforts be concentrated in those countries in this group which give promise of providing a nucleus of alumni who will stimulate a self-sustaining flow of applicants; b. that the Director of Admissions continue to look for better ways of assessing the language facility of applicants whose native language is not English.

(Recruitment of Women)

4. that to existing efforts to recruit women additional effort be directed toward women with work experience.

(MBA-DBA relationship)

5. that students from the DBA Program who are advised to enroll in the MBA Program for one or more years be subjected to the same MBA admissions requirements as other applicants, with the exception that their background and goals be judged in relation to the career for which the DBA Program will prepare them.

(Data and Research)

6. that the Director of Admissions be responsible for acquiring and storing in convenient form raw data on admissions for research purposes, subject to safe-guarding the privacy of individual students.

Appendix 1 (Continued)

II. June 1972 Report of the Subcommittee on Admissions Policy for Recruitment of Women

SUMMARY OF RECOMMENDATIONS

This Subcommittee recommends that:

(Growth Rate of 25%)

1. The School attempt to maintain the trend, at least through the mid-seventies, of the 1966-1971 average annual growth rate of about 25% in the percentage of women comprising the first year of the MBA Program;

(Outside New England)

2. The School attempt to attract an increasing proportion of women applicants from schools and areas outside of the Northeast region;

(Work Experience)

3. The School continue to attempt to attract more women with significant work experience to the MBA Program;

(Recruitment Organization)

4. The School assign the responsibility for planning and coordinating the recruiting efforts for women to one person in the Admissions Office;

(No Separate Pool)

5. That the School continue the policy of <u>not</u> utilizing a separate pool for women for admissions purposes; and

(More Recruitment Effort)

6. The Admissions Office seek to implement the first recommendation by means of an increase and redirection of that portion of their over-all recruiting efforts directed to women.

Appendix I (continued)

Faculty Resolutions on Minority Group Admissions 1968-1969

A. The Administration (should) assign the equivalent of one full-time person, along with an appropriate expense budget, for the task of recruiting more qualified students from disadvantaged minority groups.

B. 1. The Faculty approves wholeheartedly the special effort being made by the Administration to increase the number of members of disadvantaged minorities who apply for admission to the MBA Program of this School.

2. The Faculty also approves wholeheartedly the intention of the Administration to admit candidates from disadvantaged minorities to the first year of the program in the greatest number consistent with the effective functioning of the program.

3. To insure this consistency, the Faculty therefore requests the Administration to make admission decisions in such a way that the fraction of students from disadvantaged minorities who fail to do satisfactory academic work in the sense of meeting normal standards for passage to the second year can reasonably be expected not to exceed an acceptable limit.

4. So that the Faculty as well as the Administration may learn more about the problem of predicting student performance, the Faculty requests that the Administration make available to the Faculty a detailed description of the data and the analytical procedures actually used in carrying out the intent of Paragraph B3.

5. While the acceptable limit for disadvantaged minority students will be higher than that for the class as a whole for an interim period of several years[1] duration, it is expected that by the end of that period the acceptable limit referred to Paragraph B3 will not be distinguishable from the acceptable limit applicable to the student body as a whole.

C. The Administration (should) conduct interviews with applicants from disadvantaged minority groups wherever possible.

D. In weighing the evidence in admitting students from disadvantaged minority groups, particular emphasis should be given to the significance of the applicant's past accomplishments within his or her relevant culture.

E. The Administration (should) continue and improve such special efforts as tutorial assistance during the year and summer courses prior to starting the year.

---

[1]The motion B3 above was passed with the explicit understanding that for fall 1969 admissions, the Dean will direct the Admissions Board to establish 25% as the acceptable limit. This limit is subject to change in future years in the light of further experience.

M E M O R A N D U M

TO: Professor Ray Goldberg

FROM: Paul W. Marshall

SUBJECT: Report from subcommittee on minorities

DATE: April 19, 1974

Before making any specific recommendation it would be useful for us to review how a typical student graduates from the Harvard Business School. There are seven major decisions worth considering in this process, shown in Exhibit 1. The admissions committee has the bulk of its work concentrated in steps 2, 3, and 4, i.e., making potential candidates aware of HBS and generating applicants and selecting qualified students from this pool of applicants. However, it is impossible to look at the recruiting and selection activities without recognizing they are a part of this larger process. In fact, the policy adopted by the faculty originally in 1957 and reaffirmed in 1970 specifically charges the admissions committee to select candidates that are reasonably likely to successfully complete the academic program.

It is also important to realize the differences in this process for various types of students. As an example, many white students make the decision to get an MBA because a parent or close relative has an MBA degree or currently has a management position in some business organization. This would not be typical for many minority students because of the relatively few management positions held by minorities in businesses. Thus, if we were interested in increasing the number of minority applicants, we will have to recognize this difference and design an appropriate recruiting program and an appropriate placement program.

In order for our subcommittee to make progress it was necessary to make some assumption about parts of this process beyond our control. Specifically, we assumed that the academic requirements for receiving the MBA would not be altered and that all students would be expected to complete these requirements in two years. This may seem like an obvious assumption, yet it is critical in any discussion of minority admissions. Different admissions decisions could be made if there were some special program designed for students with disadvantaged educational backgrounds or if they were allowed a longer time period to complete the existing requirements. It is not our opinion that some special program would be good or bad, rather we merely assumed that for the purpose of our report no such program would be available.

History of Minorities at Harvard Business School

It was not until the fall of 1968 that a significant number of minorities[1] were admitted to the Harvard Business School. That year twenty-eight minority students registered for the MBA program. During the academic year 1968-69 the faculty discussed the admissions policy for minorities and ultimately passed the resolution shown in Exhibit #2. In 1969 the number of minority students registering for the MBA program increased to seventy-three.

During its review of admissions policy in 1970 the faculty approved the concept of a separate admissions procedure for disadvantaged minority students, however, no statement was made about the number of admissions that should result from this procedure. In fact, the committee in its report stated... "Because our experience with educationally disadvantaged students at the School is limited, our knowledge of this effect of their education here on their career pattern is non-existent, and our forecasts of the rate at which this social problem will disappear are imprecise, we do not feel qualified to state at this time any long-term policy as regards the size of or standards for admission into the pool, or the rate at which it should change in size." The number of minority students registering for the MBA program in 1970, 1971, and 1972 were 71, 72, and 74 respectively.

In the fall of 1973 thirty-eight minority students registered for the MBA program. This represented a 48% reduction in enrollment over the previous year. This subcommittee was asked to determine the causes for this reduction and to make whatever recommendations it felt appropriate.

What Happened in 1973?

It is important to understand the faculty policy on minority students admissions as it was adopted in 1969. It was recognized during that debate that minority students with disadvantaged educational backgrounds could profit from the educational experience of the MBA program and could become effective administrators if given the opportunity. The faculty also wanted to maintain the academic standards for the MBA degree. It was recognized that in order to admit students that did not meet normal admission standards and not lower graduation requirements the faculty would have to tolerate higher failure rates. The faculty accepted this condition when it passed the following motion.[2]

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[1] The word minorities has two meanings in common use in the admissions office. The first refers to racial or ethnic characteristics and statistics are maintained in the admissions office for Blacks, Chicanos, Puerto Ricans, Native Americans, and Asian Americans. The other use of the word minority comes in the phrase "disadvantaged minority." This usage refers to the educational preparation of the individual and was originally used in the faculty legislation setting policy for the admissions committee. This dual meaning has caused some confusion in the past, particularly in the collection of data.

[2] This is motion B-3 in Exhibit #2.

"...The faculty therefore requests the Administration to make decisions in such a way that the fraction of students from disadvantaged minorities who fail to do satisfactory academic work in the sense of meeting normal standards for passage to the second year can reasonably be expected not to exceed an acceptable limit." The acceptable limit on the fraction of disadvantaged minorities not entering the second year was set at .25 in 1969 with the expressed hope that it could be reduced in future years as the number of non-educationally disadvantaged minority applicants was increased.

The procedure used by the admissions committee to implement this policy was a two stage review for all minority applicants. First each candidate was reviewed in the normal admissions process. If a favorable decision was reached, the candidate was admitted. If an unfavorable decision was reached, the candidate's folder was given to a special three-person subcommittee. This subcommittee was given the job of making a more detailed review of the folder giving special consideration to the fact that the candidate was a member of a disadvantaged minority. This subcommittee was responsible for making "high risk" admissions for minority students in such a way that the total result of all these admits would not have a failure rate in excess of the goal established at the start of the year.

The fraction of minority students not successfully completing the first year took a large increase between the class entering fall of 1970 and the one entering 1971, going from .11 to .22. The APC data on this last class was not available until the summer of 1972. In the fall of 1972 the Dean of the MBA program and the admissions committee reviewed the two stage admissions procedure for minority students. It was decided that the subcommittee in the second review of the applicant should try to reduce the number of "high risk" minority students admitted. This procedural change was felt to be consistent with the original faculty legislation.

It is important to realize that the evaluation of a candidate for admission is a very subjective process and thus it is difficult to determine what the differences were in the subcommittee procedure in evaluating the class entering in the fall of 1973. We have reviewed data on test scores and grade point averages for the class admitted in fall 1972 and the one admitted in 1973. Both of these statistics show higher averages in 1973. In addition, the admissions director has spent several meetings explaining the admissions procedure. Based on our discussion and review we believe that a sincere effort was made to improve the quality of the minority admissions by reducing the number of high risk students taken in the second step of the admissions procedure. We also believe that this was a good decision given the APC results in the spring of 1972. This is an area of judgment but we believe that having a large percentage of minority students fail to enter the second year is harmful for two reasons.

First, failure is a personal hardship for the student. This is true for all students who fail to enter the second year, but in those cases where the admissions committee knows the potential for failure is high at the time of admission, we should assure ourselves that some other goal is being achieved by making that admission. In 1969 with few minority students at HBS it was

important to convincingly demonstrate our commitment to educate minorities. Thus, it was possible to justify taking a larger number of high risk candidates. As the number of minority students entering under the normal admissions process increases we are serving less of a "social good" by admitting high risk students and therefore the personal cost of failure becomes more meaningful for us to consider.

A second reason for avoiding a large percentage of failures among the minority students is the adverse impact it can have on faculty and student attitudes toward minorities. As an example, if the failure rate remains high for several years many faculty may begin to make individual adjustments in their evaluation of individual students. Such a grading practice would over time result in an inferior graduate of the School -- in other words, a "white" degree and a "black" degree. The price of a two degree system is particularly high to minority students who would successfully complete the regular MBA curriculum.

In summary, our review leads us to conclude the admissions committee has increased the standards for admission for minority students and that this action is consistent with the guidelines provided by the faculty. We regret that this procedure has reduced the number of minorities entering the first year and we believe this trend should be reversed. This reversal should not, however, be accomplished by reverting to the standards previously used for admission.

Recommendations for Action

Because of the reduction in the number of minority students registering for the MBA program in 1973, some faculty and students are concerned about our social commitment in this area. This is a legitimate concern and we believe a strong statement should be made indicating our intention to increase the number of qualified minority students at the Harvard Business School. More important than a statement, however, is the development of a plan of action that results in such an increase.

What is our Commitment?

If you look at Exhibit #1 you will see a description of the process a typical student goes through to receive an MBA. Our commitment to minority students should be to have a significant number successfully complete step 7, i.e., to graduate with an MBA. As a faculty, we have so far rejected the strategy of modifying to any great extent the educational process. Thus, whatever a typical student must do to successfully complete steps 6 and 7 must also be accomplished by the minority student.

This leaves us with the conclusion that our commitment is to guarantee that a significant number of qualified minority students register for the MBA program. Qualified here means that we believe they have a reasonable chance of completing the MBA program successfully. This is a more demanding commitment than merely stating that some number of minority students must register each year. This later commitment could be met with students who have a small chance of success. Thus, we would continue to have a large failure rate, or we would slowly lower our standards for graduation. Both of these alternatives are unacceptable.

We have previously rejected the idea of reducing the admission standards below their current level. This means that we must focus on the first three steps in the process shown in Exhibit #1 if we are to increase the number of qualified minority students in our MBA program. This traditionally has been referred to as the recruiting procedure, and we believe this area needs continuing strong emphasis and support.

There are two basic recruiting strategies that can be followed to increase the number of qualified minorities in our program. One is to focus on quality applicants and make sure that a large enough number of good students apply. The other is to accept the general quality mix and increase the number applying until you have a large enough pool that your admissions standards can be maintained and you still get an acceptable minority enrollment. In general, it would be fair to say that our current strategy has been closer to the first alternative. It was the stated policy of the admissions director to concentrate the recruiting effort for college graduates on the normal feeder schools and plan on getting our share of the minority as well as other students.

We did not do a thorough study of the recruiting. It would be unwise to assume that a policy committee could in fact do such a study. However, we do believe that there is reason to question some aspects of our current recruiting policy for minorities. As an example, if we rely on our normal feeder schools to provide sufficient minority students, we must believe that they are increasing their minority graduates or that we will be more successful in attracting their minority graduates than in past years. Yet, what little evidence there is does not support increasing numbers.[1] We also have no evidence to support a belief we will increase our market share of a constant number.

It is not our intention nor are we qualified to redesign the recruiting program. However, we would like to be assured that it will result in enough qualified minority students applying to increase the number of qualified minorities enrolled. We believe a major effort will be needed to accomplish this goal. As mentioned earlier it may be necessary to overcome some cultural barriers in recruiting minorities. This may require special resources or activities not normally a part of typical recruiting plans. We encourage the director of admissions to consider this problem in a broad sense and to ask for the resources needed to meet our commitment.

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[1] A Wall Street Journal article on September 9, 1973 entitled "Many Colleges Find It Difficult to Recruit Minority Students Now," reported a survey of 39 colleges and universities: twelve planned a significant drop in minority students enrolling as freshmen, twenty felt they would hold the number constant and seven expected small increases.

Financial Aid

This report has not addressed the problem of financial aid to minorities. This topic is to be included in another report to the committee. However, it is important to point out how the financial aid package can influence the admissions process. If the package is not comparable to other alternatives available to the qualified student, it would reduce the number of minorities coming to HBS. This could happen in two ways: First, if it were known that our financial aid program were not competitive, a student might choose not to fill out the application. We do not know if this is happening. Secondly, a noncompetitive financial aid package might cause a student who has been accepted to HBS to decline our invitation and select some other alternatives. A survey of the minority students who were admitted in 1973 but did not register at Harvard indicated that none of them did so for financial reasons. Two that went to other schools did so for nonfinancial reasons.

We believe it is important that the Admissions Director consider the financial aid factor in developing a minority recruiting plan; however, we have no specific recommendation at this time.

Exhibit 1

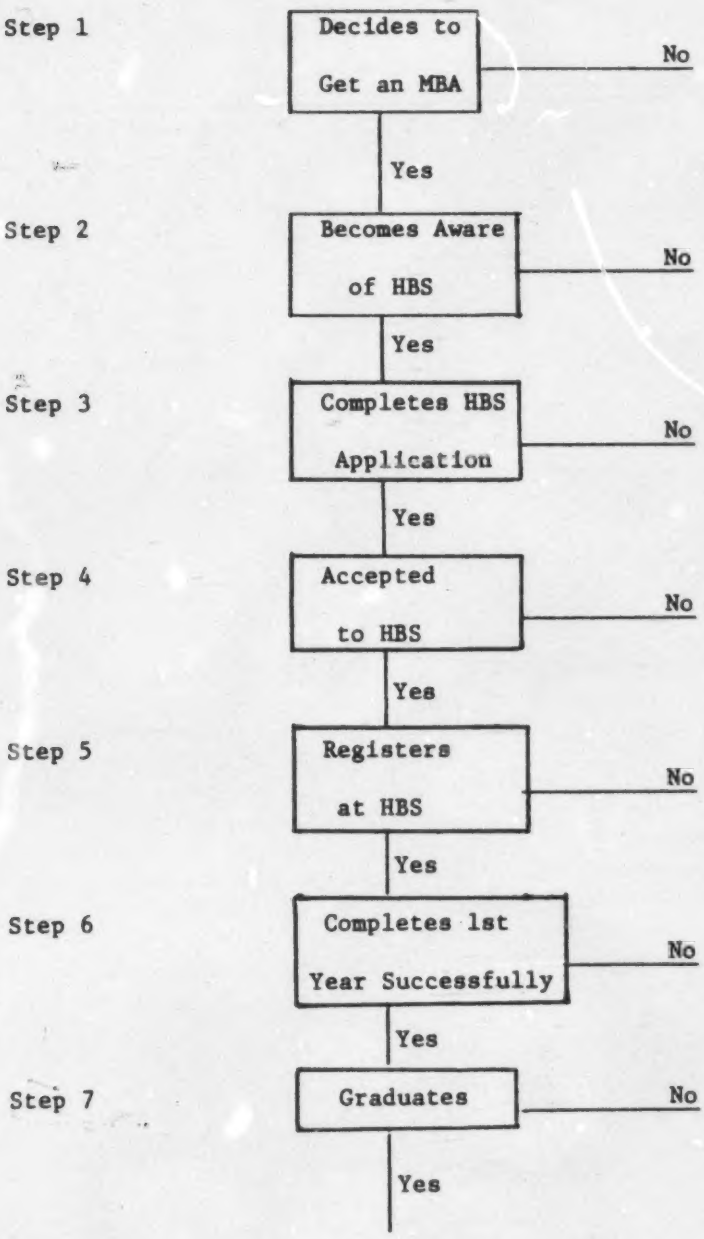
Step 1
Decides to Get an MBA
No
Yes
Step 2
Becomes Aware of HBS
No
Yes
Step 3
Completes HBS Application
No
Yes
Step 4
Accepted to HBS
No
Yes
Step 5
Registers at HBS
No
Yes
Step 6
Completes 1st Year Successfully
No
Yes
Step 7
Graduates
No
Yes

Exhibit 2

FACULTY RESOLUTIONS ON MINORITY GROUP ADMISSIONS

A. The Administration (should) assign the equivalent of one full-time person, along with an appropriate expense budget, for the task of recruiting more qualified students from disadvantaged minority groups.

B. 1. The Faculty approves wholeheartedly the special effort being made by the Administration to increase the number of members of disadvantaged minorities who apply for admission to the MBA Program of this School.

2. The Faculty also approves wholeheartedly the intention of the Administration to admit candidates from disadvantaged minorities to the first year of the program in the greatest number consistent with the effective functioning of the program.

3. To insure this consistency, the Faculty therefore requests the Administration to make admission decisions in such a way that the fraction of students from disadvantaged minorities who fail to do satisfactory academic work in the sense of meeting normal standards for passage to the second year can reasonably be expected not to exceed an acceptable limit.[1]

4. So that the Faculty as well as the Administration may learn more about the problem of predicting student performance, the Faculty requests that the Administration make available to the Faculty a detailed description of the data and the analytical procedures actually used in carrying out the intent of Paragraph B3.

5. While the acceptable limit for disadvantaged minority students will be higher than that for the class as a whole for an interim period of several years' duration, it is expected that by the end of that period the acceptable limit referred to in Paragraph B3 will not be distinguishable from the acceptable limit applicable to the student body as a whole.

C. The Administration (should) conduct interviews with applicants from disadvantaged minority groups wherever possible.

D. In weighing the evidence in admitting students from disadvantaged minority groups, particular emphasis should be given to the significance of the applicant's past accomplishments within his or her relevant culture.

E. The Administration (should) continue and improve such special efforts as tutorial assistance during the year and summer courses prior to starting the year.

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[1] The motion B3 above was passed with the explicit understanding that for fall 1969 admissions, the Dean will direct the Admissions Board to establish 25% as the acceptable limit. This limit is subject to change in future years in the light of further experience.

SUPPLEMENT TO PROFESSOR MARSHALL'S REPORT

M E M O R A N D U M

TO: Executive Officers and Admission/Recruitment Committee Members

FROM: Henry Montgomery

DATE: January 14, 1974

SUBJECT: Analysis of Admission/Recruitment Problems

The class entering HBS in 1973 included 28 Blacks, approximately a 50% reduction from the class entering in 1972, 54 Blacks. The major reasons for this reduction are (a) an upgrading in the selection standards for Blacks and (b) no growth in the number of Black applications (2% decline: 197 vs. 194), and (c) a change in the priorities assigned to minority groups within the area of recruitment and admissions.

It should be noted that though the number of Black applications to HBS suffered a 2% drop, the admit/apply ratio dropped from 33% to 17%, a 50% reduction. This indicates that the 50% reduction in class size is directly attributable to the selection policies instituted at HBS rather than the applications generated. It is reasonable to assume that the selection standards for Blacks would be upgraded over time because there were some very divergent standards used to admit Blacks in the late 60's when there was perceived a scarcity of qualified Blacks interested in business and the corporations were in demand of Blacks. Each year the standards have been upgraded to achieve reasonable parity in the qualifications of Blacks and their counterparts (understanding that educational and economic disadvantages cannot be overcome in a few years). Another important reason for upgrading the standard was the high percentage of Black and other minorities appearing before the APC and not returning the second year. The percentage

of Blacks appearing before the APC had gone as high as 25% of the total HBS Black students in 1971 (Stu Taylor's article) as compared to 5% for the non-black class. It should be noted that percentages can be misleading especially when you operate in small numbers and that absolute numbers should also be considered. (Example 15/60 is greater than 40/800 but clearly 15 is less than 40 -- approximately 1971 numbers).

The reaction to the APC results has a built-in time lag that yields conflicting results. The APC meetings are conducted after June while admissions decisions are made from January to April, meaning that admission upgrades are in response to the prior year's class. This is okay if trends continue, yet the class entering in 1972 experienced a lower percentage and absolute number appearing before the APC but the admissions staff reacted to the prior year's results and made drastic upgrades in the standard.

There is reason to question whether this was an overreaction.

In addition, the priorities of the School changed from focusing on the recruitment of Black and Brown minority groups to the recruitment of Women (of which there is a record number in the class entering in 1973 [80]). In addition to the change in priorities there has been a change in the financial package offered to Blacks, particularly a lower percentage of fellowships and a greater percentage of loans. This has a greater impact on soliciting Blacks because they are still at an economic disadvantage and find that the HBS package is a poor tradeoff for a well paid job or alternative graduate program (law school, other MBA programs). At some point economics become more important than the prestige of the degree.

In addition there has been a turnover in the admission/recruitment staff which may have produced inconsistencies in the quality of the recruitment effort.

Prognosis for the Class Entering in 1974

1. Increased competition for HBS seats by Blacks and Browns because of:

a. Deferred admit program has reserved 150 of 800 seats for upcoming year. (Approximately 3 are Black deferred admits.)

b. The upgrading in admissions standards particularly GPA and Board scores.

c. The change in industrial demand for women managers.

2. The financial package has become unattractive to Blacks and will be an obstacle in attracting this higher quality applicant.

Suggestions for a Meaningful Black Recruitment/Admission

1. A permanent recruitment officer hired to handle the Black and Brown student recruitment area for consistency.

2. Upgrading the financial package offered to Blacks so that it is competitive on a percentage basis (fellowships) with other graduate schools (business and law).

3. Assessment of what standards in selection are required for Blacks to be successful at HBS (avoid overreaction on blend basis).

4. Increased student and alumni involvement in expanding the awareness of MBA degree benefits and in the recruitment effort. (This is now in existence and should be continued.)

5. Assessment of the priorities of HBS and the very real problem of seat constraints. (Does HBS still feel committed to Black enrollment?)

M E M O R A N D U M

To: Admissions and Financial Aid Policy Subcommittee

From: John Gladney

Subject: Addendum to Paul Marshall's March 4, 1974 "Report from Subcommittee on Minorities" - 4-24-74

As set forth in the main body of the Marshall Report, we did not do a thorough study of recruiting. It would be unwise to assume that a policy committee could in fact do such a study. However, we do believe that isolated efforts directed from the HBS Admissions Office will continue to be insufficient for generating a desirable number of capable minority individuals in pursuit of management careers. Harvard's difficulty in attracting well-prepared minority candidates is not a unique institutional experience. Several influences affect the decision process leading toward the pursuit of a management career, and the possible inclusion of graduate management training as a component of an individual's career development.

The most important variable affecting career choice involves the level of substantive exposure to possible career options and the exposure one has to the roles and functions of professionals within those fields. The intimacy of an individual's exposure to career and career development options has a highly significant impact upon ultimate choices. Educational Testing Service conducted in 1971 an extensive survey, involving 21,000 college seniors on their post graduate plans. Among the results of that survey was a measurement of the impact of various influences on students' post graduate plans. An excerpt of those results is included in the following table:

IMPORTANCE OF TEN SOURCES OF INFORMATION IN PLANNING POST-GRADUATION CAREER

Source	Work	Law School	Medical School	Total
Directories or guides to graduate or professional study	13	22	25	17
Publications of National test programs such as GRE, LSAT, MCAT, etc.	5	23	16	7
Advice from a counselor at my college	24	19	25	25
Advice from the university departments or schools I applied to	13	19	25	18
Advice from friends or relatives	55	62	57	54
Advice from parents	48	59	57	48
Advice from a graduate or professional school admissions office	11	21	28	15
Advice from a preprofessional advisor	15	17	30	16
Advice from a professional in the field (not a college professor)	37	44	51	36
Visit from someone recruiting for a school	12	10	4	10

Note: Figures show percentage of each group indicating source was important or very important. Options were "not important," "important," and "very important."

No responses were solicited regarding graduate business or management programs.

Advice from friends, relatives, parents and professionals in the field, readily accessible role models, consistently were designated to be the most important influences on career and career development plans. Less intimate associations with, for example, recruiters, faculty, counselors and published information, were considerably less important influences on those plans.

Research conducted at HBS and elsewhere is supportive of the importance of intimate exposure to role models in the choice of management as a career and HBS as a career development component.

The severely limited presence of minority role models in management most certainly affects adversely attempts to interest minority individuals in such careers. Corporate America, only recently, has indicated a cautious willingness to include minorities in its managerial ranks, following a tradition of the systematic exclusion of minorities from positions of substantive responsibility and authority. Even the federal government, as chief enforcer of fair employment practices statutes, presents a picture of restricted opportunity for minorities in administrative roles. In 1970, Blacks comprised approximately 12% of the U.S. population, 9.2% of the labor force and 15.1% of the total number of federal government employees. At the top levels of government, designated by the salary categories GS-16 through GS-18, 1.9% of the employees were Black. Within predominantly white institutions, be they corporate or governmental, the opportunities for minorities to function in substantive managerial capacities have been severely limited.

The acquisition of management skills within minority-owned enterprises have been equally restricted. Constraints to the growth and development of those organizations have curtailed their ability to develop professional managers within their ranks. In 1969, utilizing again the 12% of the total population figure as a basis for comparison, 2.2% of all U.S. firms were Black owned. They generated .3% of the gross receipts of domestic business firms, according to statistics provided by the Department of Commerce.

Minority individuals also have been traditionally isolated from educational opportunities to develop management skills. In research conducted by Steele and Ward, which is described as "the most extensive survey of MBAs ever undertaken--involving 6,433 members of six classes

at 16 schools who graduated between 1947 and 1969," the authors tellingly note:

> ...the number of blacks represented in the total... is so small (less than 0.3 of 1% of those who reported their ethnic background) that no meaningful separate analysis of their careers is possible.

To assume that alone the HBS Admissions Staff can significantly affect the above mentioned forces, which affect career choice among minority students, ignores a realistic appraisal of the problem. A broad, multi-faceted approach of significant proportions is required in moving toward solutions. The enormity and complexity of this issue makes it resistant to superficial analyses and simple solutions. University resources should be directed to support both short and long term efforts in all areas which impact the candidate recruitment function. The following proposals are illustrative of the types of actions deserving serious faculty consideration:

- A major effort directed toward stimulating primary demand for interest in the management profession among minority students is warranted. The University should seek corporate support and involvement in such an effort. Although such an effort would not focus upon HBS, its success would yield MBA candidates both here and at other business Schools in addition to the generation of potential managers for industry.

- As long term career options significantly impact career plans, the University should commit resources toward the support of faculty research in the area of employment discrimination. Several faculty members are engaged currently in research in the area. However, the University should solicit a level of funding for such research which reflects

the enormity and complexity of the problem. Undoubtedly, such research efforts might address also employment discrimination against non-minority women while recognizing distinctions in the problems facing both minorities and women.

- A strengthened institutional commitment to monitor carefully the practices of employers utilizing the HBS Placement Office is in order. Cases of documentable discriminatory practices by such employers should be subject to a stern institutional response including appropriate sanctions. The effects of the increased frequency of off-campus interviews by employers should be investigated to determine the influence of racial and/or sexual discrimination and to determine the impact of such practices in sustaining employment discrimination. The School should assume a pro-active posture on this issue rather than wait for abuses to occur.

- In consulting activities and other interaction with outside organizations, Faculty members should, where appropriate, make a point of sensitizing clients to the opportunities for making positive contributions toward the alleviation of discriminatory practices.

Over-all Specific Recommendations of Combined Subcommittees of the Admissions Subcommittee

I. Specific Recommendations Concerning Minorities

1. The Faculty adopt the following resolution:

> We reaffirm our commitment to provide the opportunity of an MBA education to a significant number of qualified minority students. A reasonable range for this goal would be 10%-12% of the entering class. We believe no useful purpose is served by admitting students who do not have a reasonably good expectation of successfully completing the required curriculum. Therefore, we recommend the continuance and broadening of the current recruitment plan to provide a sufficient number of minority applicants so that this goal can be met without reducing current admission standards. We do not view this goal as a quota to be met regardless of costs. However, in any year when this goal is not achieved, the Director of Admissions should submit a written report for review to the Admissions and Financial Aid Subcommittee.

2. The Admissions Director plans to develop a detailed minority recruiting summary and plan for review this summer by the Admissions and Financial Aid Committee with specifics on how this stated goal can be achieved (see Gale Merseth's report for original implementation and John Gladney's report for current implementation). We encourage the Director to ask for all resources, including Faculty support and university-wide support, that are necessary to successfully reach our goal. We expect these reports to be updated on a periodic basis.

3. The School assign the responsibility for planning and coordinating the recruiting efforts for minorities to one person in the Admissions Office.

4. We reaffirm the use of the two-stage procedure for handling minority applicants and urge the Admissions Board to continue to be sensitive to the unique experiences of the minority applicants.

II. Specific Recommendations Concerning Women Applicants

1. The School reaffirms its commitment to increase the number of qualified women students. Standards for admission of women to the MBA Program should be equal to standards for the admission of men with the understanding that equal does not necessarily mean identical.[1]

2. We encouraged increased sensitivity to the types of constraints affecting women in their career development. For reasons that are basically cultural and societal, women often present work experience that is difficult to evaluate if it is measured against the kinds of work experience typically presented by a successful male applicant. We believe that societal factors influence a woman's occupational choices but that such choices do not preclude success here nor as a future manager after graduation. Recognizing that cultural factors influence the nature of the work experience available to women, we urge the Admissions Board to look beyond the traditional experience patterns of applicants and to focus on their potential for administrative success. /See Appendix VI, page 52.)

III. Recommendations for Financial Aid

1. That our Financial Aid and Loan Program remain competitive for the recruitment of minorities, women, overseas, and other students. Such a program does not mean having the highest scholarship award for an individual but rather having a broad-based financial aid program for all needy students.

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[1]For example, an administrative secretarial position for a woman would have more significance as experience for a woman candidate than a "clerk typist" in the Army for a man. Management of a Day Care Center or the presidency of the League of Women Voters may represent relevant experience for Harvard Business School, and such experience should be evaluated on its own rather than compared to the normal male work pattern.

IV. Recommendations for Faculty Input to Admissions

1. The Admissions Board welcomes comments and views on candidates from the Faculty and will give these suggestions particular consideration, but the Board must maintain its responsibility for admissions decisions.

V. Operational Suggestions

A number of operational suggestions for the Admissions Board are set forth in Appendix VI.

APPENDIX II

M E M O R A N D U M

To: John McArthur
Dick Nohl

From: Gale Merseth, Director of Admissions

Re: Recommendations on Admissions and Recruiting Strategy

Date: February 22, 1972

The attached report summarizes the analysis and conclusions which result from my review of M.B.A. admissions and recruiting strategy. The thrust of the conclusions deals primarily with the overall allocation of resources between recruitment and selection/operations and outlines the major elements in the proposed recruiting strategy. The details of an overall recruiting strategy will need to be developed in the coming months with those responsible for the major elements of admissions activity now and in the coming year.

The recommendations included in this report require the following additional resources:

1. A full-time person charged with responsibility for developing and implementing a strategy for reaching people with experience. He would need the support of an assistant with some public relations experience to work on those aspects of recruiting related to communication in the media and our own publications. He would also require a secretary. (These latter two positions can be filled by relocating existing resources.) Net increase is one person as an Assistant Director.

2. An increase from the equivalent of 3/4 person in minority recruiting to 1 1/2 persons. These persons' activities would be coordinated with the overall college and experienced recruiting efforts. Net increase is 3/4 of a full-time person.

Summary

The strategy which is being proposed includes several basic elements. In order to expand our efforts in recruitment it will be necessary to allocate more resources to that activity. Recruiting will have two basic thrusts: college recruiting and recruitment of experienced people. It is proposed that one person be added to the admissions staff with responsibility for the development and implementation of a recruiting strategy to reach experienced people. Such a strategy would probably include working with alumni, setting up an information channel to communicate with people coming out of the services, and working through professional and fraternal organizations to reach men and women who have begun careers in business or other fields. This "experienced recruiter" should have the support of a person with public relations experience to work on our own publications and the effort to make better use of the general media. (This would be closely coordinated with the Office of Public Information.)

Appendix II (continued)

The college recruiting effort should be continued but be extended beyond the normal fall and early winter recruiting season. The college recruiting effort would be directed toward two objectives: identifying and talking with particularly strong undergraduates and building or maintaining relationships with advisors and Faculty members who are in a position to counsel with students about their career plans.

Both of the recruiting efforts would include specific efforts to reach minority groups and women. While there would be people devoting their time to these special efforts, they are not seen as separate activities, rather they would be part of the overall strategy to attract people from colleges and people with experience.

Another element in this strategy is that its orientation would be to attract well-qualified candidates rather than focusing on generating large numbers of applicants. Our objective is to fill the class with good people rather than to generate any particular number of applications.

Along with the two recruiting efforts (college and experienced) the Admissions organization would have a third major area of responsibility, that of operations and selection. Consistent with our clerical and informational needs and the requirement that fair and careful consideration be exercised in selection, some resources for recruitment can be freed up from selection. This will be accomplished by a reallocation of Board member time from selection to recruiting.

Appendix III

M E M O R A N D U M March 13, 1974

TO: Ray A. Goldberg

FROM: John H. Gladney

SUBJECT: The Recruitment of Minorities to Harvard Business School

The breadth of exposure and respect accorded the name "Harvard Business School" has not dismissed the need for this institution to recruit students aggressively. Recruiting efforts continually are refined in their design, to attract those individuals who meet best, the goals of the MBA Program. Recruiting strategy development incorporates numerous influences, including among them, the results of past efforts, the resources available, and the prevailing climate of interest in professional management education among young people.

The active recruitment of minority students to HBS is a relatively new phenomenon in the history of the School. Initially, the Admissions staff had no historical data on potential sources of attractive minority candidates for the MBA Program. In fact, the institution's limited experience with a minority student constituency lent little direction for defining the requisite skills for success at HBS which needed to be in the possession of minority MBA Program entrants. The recruiting emphasis and candidate selection policy were oriented initially toward meeting numerical objectives broadly defined by the Faculty.

HBS was effectively "mass merchandised" to minority students with the recognition that selection criteria were to be adjusted in compensation for educational deficiencies which might be encountered among some recruited candidates. "Minority student recruiters" were added to the staff. A brochure focussing upon minority students at HBS was developed and distributed widely. Readily identifiable sources of potential minority students were cultivated. In one year alone, a staff member visited over seventy Black colleges and several institutions with large Chicano populations. Among the efforts designed to

stimulate interest in HBS was included a mailing to 1800 Black elected officials, soliciting candidate referrals. Over one thousand minority organizations were contacted with similar appeals. Black, Latin and other racial minority student groups, Black and Chicano studies departments on campuses, and community groups received literature describing the nature of the Program and the character of the School.

This recruitment and selection policy was somewhat successful in approaching the broadly outlined numerical objectives. A study conducted by a researcher from the University of Georgia indicated that during the 1972-73 academic year, 8.3% of all minority students enrolled in accredited MBA programs were attending HBS.

The altered selection policy for some minority students produced predictable results. Large numbers of students entering HBS through the "risk pool" encountered difficulty meeting the academic demands of the MBA Program. A disproportionately high percentage of students, with recognized educational deficiencies, were compelled to appear before the Academic Performance Committee. A high failure rate was experienced by students who lacked adequate preparation. Personal trauma often accompanied predictably poor performance. These results ultimately were deemed to be unfair to those affected. Concurrently, these results were judged to be dysfunctional to the achievement of those social objectives toward which the relaxed standards were designed to serve.

In the 1972-73 academic year, a reassessment was made of the candidate selection policy as it affected so-called "disadvantaged" minority students. The decision was made to reduce the level of academic risks among those minority students entering Harvard. The recruiting strategy for minority students, in light of the strengthened selection criteria, assumed a more selective approach.

The focus was placed upon cultivating sources of minority students who might be better suited for meeting the academic demands of this particular MBA Program. The broad canvassing of readily identifiable sources of minority students was continued, i.e., mailings to contacts within predominantly minority colleges, minority student groups and community organizations. Primary emphasis, however, was shifted to seeking out minority candidates within those schools and through those channels which generated the most attractive candidates among the general student body. Minority student recruiting was incorporated, with a "special" emphasis, into the general recruitment function. Traditional channels for reaching candidates were relied upon in addition to "minority" channels.

It is useful to consider, at this point, events which shaped the general recruiting strategy. Between 1970 and 1972, there occurred a 26% decline in the total applications to HBS.[1] The 1972-73 academic year saw the implementation of an expanded general recruitment program. Recruiting literature underwent substantial editorial and design revisions. One hundred and fifty campuses received staff visits last year vs. seventy-three the prior year. Approximately 250 alumni were involved formally in HBS recruiting efforts through College Relations Committees. Meetings were held in several cities to address specifically the concerns of work-experienced potential applicants. It was anticipated that this stepped-up general recruiting activity would yield increased interest among potential minority candidates.

There was ample justification for this shift in approach. In 1969-70, almost 80% of the total COGME recipients were graduates of predominantly minority colleges. The source of COGME recipients changed dramatically, however, in a short period of time. In the current academic year, 69 undergraduate institutions were represented by the 104 first-year COGME fellowship recipients. The 10 undergraduate schools which generated the highest number of current

[1] See Exhibit I for applicant statistics.

recipients are as follows:

1.	Stanford.....7	6.	Amherst.....3
2.	UCLA.....5	7.	MIT.....3
3.	Yale.....4	8.	Cornell.....3
4.	Harvard.....4	9.	U. of Houston.....2
5.	Morgan State.....3	10.	USC.....2

If it can be assumed that COGME attracts as fellowship applicants, the dominant share of the most capable minority MBA program candidates, there is strong evidence that those individuals are to be found in institutions which traditionally provide strong candidates within the general applicant pool. Many of the "feeder" schools to COGME are recognized as traditional "feeder" schools for HBS. (Additional information on first year COGME recipients is presented in Exhibit II).

The revised recruitment strategy proved somewhat successful. The number of enrolled first year students at HBS, who were admitted in the regular admissions process without the need for special consideration by the Admissions subcommittee, increased 38% over those in the second year. The strategy failed, however, to generate highly qualified minority students in sufficient numbers to meet the broadly outlined numerical objectives established by previous faculty legislation. The 41% reduction in minority students in the first-year class vs. the second-year class, is recognized widely as being inconsistent with the social goals established by the School.

In evaluating the recruiting results of the past year, several factors are worth consideration:

*The more selective minority recruitment strategy resulted in a slight decline in the number of those applications in a year when the total applicant population increased 16%. Thus, a smaller pool of minority candidates was seeking entry into a class which was becoming more competitive.

*Although well-prepared minority candidates increased in number, the rate of increase was not sufficient to balance out the reduction in the number of "high risk" admits.

*The School is holding onto those minority students who are admitted. The yield of minority Program registrants vs. those offered admission is slightly higher than for class as a whole.

*The School is attracting a dominant share of the strongest minority MBA program candidates. If first year COGME fellowship recipients, again, may be used as a guide, 33% of those enrolled in COGME member schools, are attending HBS. The breakdown is as follows:

Berkeley	7	Harvard	35
Carnegie-Mellon	3	Sloan	2
Chicago	6	Stanford	22
Columbia	7	Tuck	3
Cornell	7	Wharton	15
		TOTAL	104

*Twenty-one percent of the first year respondents to a recruiting questionnaire distributed by the Afro-American Student Union indicated that an Admissions officer stimulated their interest in HBS. Seven percent of the second-year respondents indicated the same. (See questionnaire results in Exhibit III)

*Minority alumni are an increasingly effective source of candidate referrals. Responding to the questionnaire mentioned previously, 50% of the first-year black MBA Program participants stated that alumni were the primary stimulants of their interest in HBS vs. 29% of the second-year respondents.

Most indicators suggest that within the minority MBA program candidate market, HBS does an effective job of attracting the most capable candidates. The College Relations Committees currently involve approximately 350 alumni, including minority and women graduates. Both alumni and staff visits to campuses involved efforts to expose minority students to the offerings of HBS. A letter was directed to all minority alumni encouraging their referral of candidates and inviting their participation in College Relations Committees. An outline of the 1973-74 minority recruiting strategy appears as Exhibit IV.

The problem currently is defined to be the existence of a limited market of well-prepared minority candidates, for whom graduate management training has some meaning. Before HBS has some personal relevance, a prior commitment to the practice of management must occur. The experience of the Admissions staff suggests that the most capable minority students often are attracted more to the professions of law, medicine and to other careers where successful minority role models exist. The personal rewards of a career in management are difficult to assess with such sparse legions of top level minority managers, toward whose success others may aspire. To recruit effectively higher numbers of capable minority group candidates to HBS, greater interest must be stimulated in management as a career. Substantive information on the role and functions of the manager must be provided. Information on the potential uses of management skills must be conveyed effectively to sources of well-prepared potential candidates.

Stimulating primary demand for and interest in management careers among the minority student population is a process not subject to facile, quick solutions. The effects of the exclusion of racial minorities from meaningful participation in the private sector cannot be reversed by short-term recruiting programs conducted from the HBS Admissions office. Efforts from here are affected directly by the prevailing general climate for minorities in management roles. Placement considerations and long-term career options are among the numerous factors which must be addressed directly to make HBS, or any MBA program, a meaningful career development alternative. Just as special efforts are being made to expose HBS to minority candidates for MBA programs, attention must be directed to providing the student population with role feedback on

minority managers. Role feedback for the general student population is reinforced daily in the press and through personal contact. Exposure to minority managers is virtually non-existent for students. One effort to affect this situation will occur at HBS on March 15. A group of middle and top level minority managers will address Boston area undergraduates. Seminars will focus upon the dynamics affecting minority individuals in management roles (see Exhibit V).

Recognizing that HBS has little control over broad societal forces, the MBA recruiting function must, nevertheless, take them into account in developing appropriate strategies and programs. Attention within the Admissions area currently is being focussed upon ways to stimulate increased primary demand for management careers among capable minority students. In the interim, continuing efforts must be made to seek an equitable resolution of the current imbalance between the School's numerical objectives relating to minority student enrollment and the academic demands of the MBA Program, until such time as an adequate flow of well-qualified minority candidates results.

EXHIBIT I

Admissions Statistics: 1968-1973

		1973	1972	1971	1970	1969	1968
I.	Applications	3371	2899	3357	3928	3694	3731
	a. college seniors	1340	1201	1281	1521	- *	- *
	b. work-experienced	2031	1698	2076	2407	- *	- *
	c. overseas	793	764	899	939	778	498
	d. minorities	263	276	324	230	182	40
	e. women	420	256	155	135	- *	- *
II.	Admits	1040	1064	1038	952	1022	1043
	a. college seniors	225	308	238	245	- *	- *
	b. work-experienced	815	756	800	707	- *	- *
	c. overseas	131	150	158	114	91	107
	d. minorities	58	92	94	96	83	30
	e. women	106	87	48	- *	- *	- *
III.	Registered	808	812	805	759	782	776
	a. college seniors	147	221	185	175	- *	- *
	b. work-experienced	661	591	620	584	- *	- *
	c. overseas	102	102	131	99	80	88
	d. minorities	46	78	69	71	73	28
	e. women	87	59	38	30	- *	- *
IV.	Yield (registrants/admits)						
	a. total class	78%	76%	78%	80%	77%	74%
	b. college seniors	65	72	78	71	- *	- *
	c. work-experienced	81	78	78	83	- *	- *
	d. overseas	78	68	83	87	88	82
	e. minorities	79	85	73	74	88	93
	f. women	82	68	79	- *	- *	- *

* No figures available

EXHIBIT II

1973 First - Year COGME Recipients

I. First-year COGME recipients by racial subgroup:

Blacks	73
Chicanos and Puerto Ricans	16
Asian American	11
Native American	4
Total COGME students	104

II. COGME students at Harvard:

Thirty five first year COGME recipients currently are enrolled at Harvard. They represent 33% of the total first-year COGME recipients.

III. Age of first year COGME recipients:

under 23	26	27-28	10
23 - 24	21	29-30	5
25 - 26	30	30+	13
			104

IV. Years of prior full-time employment:

less than 1	47 (45%)	6-7	7
1 - 3	30	8-9	4
4 - 5	12	10+	4
			104

V. Undergraduate colleges attended:

Sixty-nine undergraduate institutions are represented by the first-year COGME recipients. Schools providing the highest numbers of recipients are listed below.

Stanford	7	Amherst	3
UCLA	5	MIT	3
Yale	4	Cornell	3
Harvard	4	U. of Houston	2
Morgan State	3	U.S.C.	2

VI. First-year COGME recipients are enrolled at:

Berkeley	7	Harvard	35
Carnegie-Mellon	3	Sloan	2
Chicago	6	Stanford	22
Columbia	7	Tuck	3
Cornell	4	Wharton	15
			104

EXHIBIT III

Appendix III (Continued)

AFRO Recruiting Questionnaire: Responses

I. Response to questionnaire:	1st year	2nd year	Total
HBS Black student enrollment	28	44	72
Respondents (%Black enrollment)	20 (71%)	27 (61%)	47 (65%)
II. Age of respondents:			
a. 23 and under	30%	18%	23%
b. 24-27	40	52	47
c. 28-30	20	15	17
d. 31-35	10	11	11
e. 36-40	0	0	0
f. 40 and over	0	4	2
	100%	100%	100%
III. Marital status:			
a. Single	55%	48%	51%
b. Married	45	48	47
c. Separated	0	0	0
d. Divorced	0	4	2
e. Widowed	0	0	0
	100%	100%	100%
IV. Family Status:			
a. Those with children	15%	33%	26%
b. Those without children	85%	67%	74%
	100%	100%	100%
V. Full-time work experience prior to HBS:			
a. 1 year or less	25%	33%	30%
b. 1 - 2 years	20	19	19
c. 3 - 5 years	30	22	26
d. 6 - 10 years	25	22	23
e. More than 10	0	4	2
	100%	100%	100%
VI. Region from which application made to HBS:			
a. Northeast	55%	33%	43%
b. Midwest	10	22	17
c. Far West	10	15	13
d. Mid-Atlantic	20	15	17
e. Mid-South	0	0	0
f. Rocky Mountain Region	0	0	0
g. Southeast	0	11	6
h. Southwest	5	0	2
i. Outside Continental U.S.	0	4	2
	100%	100%	100%

EXHIBIT III - 2

VII. How was interest in HBS stimulated?	1st year	2nd year	Total
a. Through the news media	4%	14%	9%
b. HBS Admissions Officer	21	7	13
c. CRC member	0	3	2
d. COGME	21	3	13
e. HBS Admissions publications	0	3	2
f. HBS alumni	50	29	38
g. Former faculty member	0	17	9
h. Other influences	0	24	14
	100%	100%	100%

"Other influences" cited included:

1. "friends at Wharton"
2. employer
3. "Exxon Scholarship Program"
4. "relative at Harvard College"
5. "a Columbia MBA"
6. "an HBS reject"
7. "personal research" and,
8. Harvard College Placement Office

VIII. Most important influences on decision to apply (in percentage of total responses by class):

Year---------- / Frequency of response-------	1st	2nd
a. General reputation of HBS	35%	48%
b. HBS publications	10	9
c. HBS alumni	23	20
d. Former faculty members	4	3
e. News media	0	2
f. HBS Admissions officer	12	4
g. CRC member	2	0
h. HBS financial aid program	13	10
i. Other influences	1	4
	100%	100%

"Other influences" cited included:

1. employer
2. case method
3. "MBA from Washington University (St. Louis)"

EXHIBIT III - 3

IX. Alternate plans if HBS had not been an option:

	1st year	2nd year	TOTAL
a. Employment	19%	15%	17%
b. Military	0	0	0
c. Another COGME school	62	44	52
d. MBA Program outside of COGME schools	14	19	17
e. Another field of graduate study	5	19	17
f. Other	0	3	2
	100%	100%	100%

1. COGME schools mentioned as alternatives to HBS by Black students:

School	Frequency cited
Carnegie	2
Chicago	4
Columbia	3
Cornell	1
MIT	3
Stanford	10
Wharton	6

2. Non-COGME MBA programs mentioned as alternatives by Black students at HBS:

School	Frequency cited
NYU	1
Univ. of Southern California	2
George Washington Univ.	1
Univ. of Detroit	1
Univ. of Michigan	1
Company sponsored MBA Program	1

3. Of those with alternative plans to enter another field of graduate study, the responses were as follows:

Field	# of students citing
Law	6
Computer science	1

4. Of those who responded "other" to their alternative plans, one individual (the only respondee to that option) indicated plans to continue into the second year at Harvard Law School.

EXHIBIT IV

MINORITY RECRUITING STRATEGY

1973-74

I. Stimulation of interest in management careers, professional management education and HBS by:

A. Admissions Staff members
1. Visits to college campuses (114 including 8 Black colleges)
2. Open Houses (14)
3. Publications ("Is It Worth the Effort")
4. Counselling College Relations Committees (22 CRCs visited)
5. Sensitizing total alumni body ("Alumni Bulletin" article; Fall, 1973 issue)
6. Encouraging referrals from minority alumni
7. Sensitizing faculty contracts
   a. at schools Staff will visit (583)
   b. at schools which will not receive Staff visits (634)
8. Sensitizing organizational contracts
   a. Black (85)
   b. Chicano (463)
   c. Puerto Rican (135)
   d. Native American (435)
   e. Oriental American (7)
   f. General minority (8)

B. College Relations Committee members
1. Visits to college campuses (231)
2. Open Houses (14)
3. Sensitizing local alumni through HBS Club newsletters
4. Sensitizing local faculty contacts
5. Sensitizing & following up on local organization contacts

C. Alumni

D. Faculty contacts

E. HBS students

II. Identification of MBA Program candidates through:

A. Self-generated mail inquiries
B. Those who interview at HBS
C. Staff recruiters
D. Alumni referrals
E. CRC members
F. Student referrals
G. Faculty contact referrals
H. Organization contact referrals

III. Monitoring of Minority Inquiries & Applications by the Admissions Office

IV. Follow-up of selected minority candidates by:

A. CRC members
B. Admissions Staff members
C. MBA students

HARVARD UNIVERSITY

GRADUATE SCHOOL OF BUSINESS ADMINISTRATION

GEORGE F. BAKER FOUNDATION

CLIFFORD BADEN
Assistant Director
M.B.A. Program Administration

SOLDIERS FIELD
BOSTON, MASSACHUSETTS 02163

Appendix IV

February 12, 1974

To: Jack Duncan

From: Cliff Baden

Re: Follow-up Report

My task this year, as my understanding of it has evolved over several months, has been to look at those aspects of the MBA experience that are of particular concern with regard to overseas students. More specifically, this involves:

1) identifying problem areas
2) suggesting improvements in methods, to meet these problems
3) proposing when and by whom these improvements could most effectively be carried out.

Other than an ongoing responsibility for implementing the European loan program, the job is of a "staff" rather than an operational nature. It gives the School the opportunity to examine some of its programs in a way that would not be available to those whose attention has to be divided among a wider range of problems.

PROBLEM AREAS

While it may be relatively easy to examine any procedure in isolation and propose improvements, it is less easy to prove that one has thereby solved a problem. Identifying a situation as a "problem" is a subjective assessment. What seems a problem to one who focuses all his attention on it may be only an observation to someone else who can put that situation into a wider perspective. Thus, for example, the "problem" of recruiting foreign students to the School may not be perceived as a problem by the Director of Admissions.

I have received the fullest cooperation and assistance from the operating administrators in the MBA Program, but my original charge did not come from them and it is only natural to expect that

they would not hasten automatically to embrace new proposals from my office. If a job such as my own has any utility, it lies in proposing alternative strategies to some of the operating administrators. They should then participate in determining whether the areas I have investigated are in fact problems that demand solution.

With this preface, I would like to identify what I perceive to be the major problems with regard to our overseas students. These fall into four areas.

1) Recruiting. In recent years, we have witnessed a progressive decline in the number of applications from Europe. Even if the number of students enrolled has held steady, we have been selecting these students from a shrinking pool of applicants. In a few countries, the number of enrollees has gone down. In the absence of any HBS initiatives to counter this trend, there is every reason to think it will continue. I believe there is a natural floor to this trend; that is, there will always be a certain number of people who are qualified, motivated, and wealthy enough to be enrolled in the MBA Program. But this number is smaller than the number we are presently enrolling, and it will of necessity be limited to the wealthier classes. If we hope to maintain an overseas enrolment of about 12% and if we want our students to come from a variety of backgrounds, then I believe we have a problem.

Virtually everyone I have spoken to and everything I have read suggests that this problem can be traced to two simultaneous factors: the increasing number of competitive business schools in Europe, and the increasing cost of an HBS education. To deal with the first, we must disseminate better information on the nature of our MBA Program. To deal with the second, we must find the means to make it possible for every student who is admitted to attend the Program.

2) Financing. If it is the goal of our financial aid policy to enable every admittee to attend, then I believe we have a problem. This problem is most critical in the UK, and it is there that our attention should be focused first. If we compare the cost of financing one's studies here through a loan program, and we note the prevailing rates of interest on such loans, and we compare these with the salary our graduates can expect to earn, it should not be difficult to identify those countries where efforts must be continued to locate lower-cost methods of financing an MBA education.

3) Placement. If the creation of an Office of Career Development indicates that the School perceives an obligation to help students identify suitable job opportunities; and if the School believes that all students should be aided in equal measure, then there is currently a problem in the placement process for overseas students. American job-seekers have a rich store of data on companies and industries and are introduced on campus to recruiters from dozens of firms. Overseas job-seekers, on the other hand, are forced to "reinvent the wheel" each year. There is no central source of data on overseas opportunities to which they can turn, and contact with former students now working abroad is haphazard at best.

4) Alumni relations. All the situations above -- recruiting, financial aid, and placement -- depend in part upon the cooperation

of our alumni for effective resolution. I do not know how much or how soon we can overcome the recent history of mutual apathy between the School and the European alumni. But we are clearly not at the stage where the alumni are spontaneously coming forward with offers of help in areas that concern the MBA Program. How we can move closer to that stage is a problem.

PRIORITIES

In my memo of January 3, I made various proposals to deal with these problem areas. I would assign the proposals the following priorities for implementation.

a) Develop new sources of financing for the UK. While this is the most important task, it is not likely to bear fruit before the '75-'76 school year. In the short term, Deans Fouraker and/or McArthur should speak to Ian McAlley at the Venice Conference and communicate to him the School's concern for this topic and our support for a fund-raising venture by the London Club. Over the longer term, someone from the HBS Development Office and from the MBA Financial Aid Office should work with the London Club to generate the best mix of loans and fellowships for that country.

b) Increase promotional and recruiting effort in the UK. This involves setting up an expanded alumni admissions staff, creating and distributing a promotional brochure describing the Program from the point of view of successful UK graduates, and creating and distributing fliers for posting in universities. This could be done by myself and one or two people in the Admissions Office sometime this spring. After meetings among ourselves and some correspondence with London, this would probably involve 1½ weeks of leg-work in the UK.

c) Create a file of placement contacts with alumni overseas. This involves sending out a letter to our European alumni, over the signature of the Dean or of the Director of Career Development, asking that they indicate if they have a continuing interest in recruiting our MBAs, for what kinds of positions, and whom we should contact within the firm. Responses would be collected and filed by the Placement Librarian. This should be done in September of this year.

d) Improve alumni relations in Europe. This is another long-term undertaking. In the short term, someone from the MBA Program should alert the new SMP faculty to our concerns in Europe, and suggest ways they can help in overcoming certain problems. Another short-term initiative would be for Deans Fouraker and/or McArthur to spend some time at Venice with the Presidents of the major European alumni clubs to discuss some of these matters with them.

Secondary priority would be assigned to the following projects.

e) Increase recruitment efforts for other European countries. Based on our experience in the UK, we would implement the same or

a modified recruiting program in other countries, in a priority established by the Director of MBA Admissions. This would be done in the years 1975-76 and 1976-77.

f) Expand the overseas loan program. This is currently being pursued with Chase Manhattan, in hopes of covering all those European countries not presently included in a loan program. This effort should be continued by the Director of Financial Aid or an appropriate individual in the Admissions Office.

g) Improve our in-house selection process for overseas candidates. This could be done by comparing data from past admissions folders with the students' subsequent performance in the Program and trying to detect any predictors of success or of academic difficulty. This project should take about three man-weeks. I would be quite willing to do it, but it might be undertaken more profitably by someone on the Admissions staff.

h) Establish contacts for job placements with US multinationals. This spring, someone in the Career Development Office should write, to those 50 or so US multinationals who currently recruit at the School, asking them to identify the appropriate points of contact for overseas job opportunities. In the fall, someone from the same office should follow up on all leads developed through this inquiry, to try to expand the range of job opportunities abroad.

Appendix V

RELATIVE POSITION OF HARVARD FINANCIAL AID COMPARED TO OTHER LEADING GRADUATE SCHOOLS OF BUSINESS

M E M O R A N D U M

TO: Admissions and Financial Aid Policy Subcommittee

From: Rand Neyland

Date: May 1, 1974

Enclosed is information for the meeting Thursday, May 2nd.

Appendix V (Continued)

The financial aid program at HBS is designed to meet two objectives: a) to be an integral part of the combined efforts to recruit and enroll high quality students; and b) provide a financially feasible combination of fellowship and loan, in terms of debt repayment subsequent to graduation from the MBA Program. The Subcommittee has been particularly concerned with the impact of the financial aid program on recruitment and is satisfied that at present the financial aid package seems to present a feasible repayment schedule for MBA graduates.

In an effort to compare the HBS financial aid program with that at other leading schools, four (4) other leading MBA Programs and Harvard Law School were asked to submit various data.

A. Minority Fellowships: number of students receiving fellowships

	Enrolled*	# and % enrolled w/COGME's **		# rec. School Fellowships	# and % enrolled without any fellowships	
MBA "A"	39	11	28%	8	20	51%
MBA "B"		31		41		
MBA "C"	57	43	75%	23	***	
MBA "D"	40	14	35%	14	12	30%
Harvard Law	185			142	43	23%
HBS	112	76	68%	12	24	21% ****

* excludes Asian-Americans

** includes Asian-Americans

*** the number receiving fellowships exceeds the number enrolled because Asian-Americans are not included in the number enrolled.

**** Any minority student with financial need not receiving a COGME fellowship has received a fellowship from HBS. This figure of 21% not covered occurs due to some minority students not receiving fellowships in the second-year open competition based on need.

Appendix V (Continued)

This comparison reflects the breadth of the financial program for minorities admitted to HBS. HBS fellowships plus COGME recipients at Harvard represent more money to minorities and to a larger number of minorities than evidenced at any of the other leading business schools. The COGME and HBS fellowship program has provided fellowship support for all minority students admitted with need.

B. Minority Fellowships: non-COGME (excluding Asian-Americans)

School	Number of Fellowships	Total Fellowship Dollars	Average Fellowship	Budget (single)	Fellowship as % of Budget	Max./Min.
MBA "A"	8	29,400	3,675	6,740	55%	5,000/1,500
MBA "B"	41	77,300	1,885	6,216	30%	3,500/300
MBA "C"	23	86,765	3,772	6,510	58%	4,550/2,700
MBA "D"	14	68,150	4,868	6,000	81%	5,000/300
Harvard Law	142	258,850	1,823	5,085**	36%	2,675/150
HBS	12	20,000 ***	1,667	6,742	25%	4,000/900

* might include Asian-Americans

** $5,810 for 1974-75

*** this does not include $210,250 COGME fellowships; this figure reflects that several second-year minority students received no second-year fellowship in the need competition.

Appendix V (Continued)

The Subcommittee interpreted these data to mean that other schools provide a greater percentage of the financial aid package in fellowships to some minority students, and that a larger percentage of the minority population receives no fellowship. It is important to note again that most HBS minority students receive COGME awards (totaling $210,250 in 1973-74) and that all others demonstrating financial need receive a fellowship from HBS. Although the Subcommittee endorses the broad coverage and understands that the financial aid program does not appear to be the reason for admitted minorities choosing not to attend HBS (see Exhibit I and page 38, Exhibit III, #VIII), the Subcommittee would like the admissions director to consider further the impact this comparison might have on minorities' decisions to submit applications to HBS. This will be further reviewed over the summer of 1974.

C. Minority Loans: (excluding Asian-Americans)

School	Number of Loans	Total Loan Dollars	Average Loan	Budget (single)	Loan as % of Budget	Max./Min.
MBA "A"	6	11,700	1,950	6,740	29%	2,200/1,500
MBA "B"	41	36,400	888	6,216	14%	2,500/300
MBA "C"	50	129,250	2,585	6,510	40%	6,500/800
MBA "D"	20	50,000	2,500	6,000	42%	7,000/300
Harvard Law	154	381,973	2,480	5,085**	49%	6,100/[illegible]0
HBS	78	325,866	4,178	6,742	62%	8,100/800

* might include Asian-Americans

** $5,810 for 1974-75

Appendix V (Continued)

The Subcommittee recognizes that these data do not stipulate what percentage of the loan recipients also received fellowships. This complicates an analysis of individual financial aid packages. At HBS all minorities receiving HBS fellowships (i.e. non-COGME recipients) are expected to accept loans. The Subcommittee asks the director of admissions to continue to explore the impact of large loans on minorities' decisions to apply to and to attend HBS. The Subcommittee further encourages the director of admissions to maintain a financial aid program flexible enough to respond to changes in tuition and other costs.

D. Non-minority Fellowships and Loans

Fellowships

	Number of Fellowships	Total Fellowship Dollars	Average Fellowship	Budget (single)	Fellowship as % of Budget	Max./Min
"A"	19	65,231	3,433	6,740	51%	5,000/2,2
"B"	387	490,065	1,266	6,216	20%	5,000/150
"C"	143	227,395	1,590	6,510	24%	4,420/300
"D"	87	230,010	2,644	6,000	44%	5,695/300
HLS	358	480,737	1,343	5,085*	26%	2,900/50
HBS	186	344,554	1,852	6,742	27%	6,250/300

* $5,810 for 1974-75

Appendix V (Continued)

Loans

	Number of Loans	Total Loan Dollars	Average Loan	Budget (single)	Loan as % of Budget	Max./Min.
"A"	2	1,500	750	6,740	11%	1,000/500
"B"	387	181,850	470	6,216	8%	2,500/200
"C"	271	703,961	2,598	6,510	40%	5,150/200
"D"	230	800,000	3,478	6,000	58%	7,000/25
HLS	629	943,200	1,500	5,085*	29%	3,900/50
HBS	591	2,213,852	3,746	6,742	56%	8,900/50

* $5,810 for 1974-75

Similar data were requested concerning these schools' non-minority financial aid programs. The HBS program has sought to provide first-year fellowship monies to those students with the highest need and with high merit. Second-year fellowships are awarded on the basis of need.

The Subcommittee requests that the director of admissions continue the study of the size of the minority and non-minority fellowships in order to determine i) whether HBS is competitive enough to recruit the students it seeks and ii) whether the consequent repayment schedules are financially realistic.

Appendix V (Continued)

Exhibit I

1973

47 applicants admitted

9 admits cancelled

19% of the admits cancelled

2% (1) cancelled because of financial reasons

2% (1) cancelled because of employment

4% (2) cancelled to attend other schools (Carnegie-Mellon and UCLA Law School)

2% (1) was cancelled because he failed at HLS

2% (1) cancelled because of an accident

6% (3) gave no reason or did not respond

4 out of the 9 cancellations had COGME's

2 went to other schools
1 was employed and was granted a DA
1 had an accident

5 out of 9 did not get COGME's

3 had not applied for COGME & did not respond or gave no reason for cancellation
1 failed at HLS
1 cancelled because of financial reasons

35 of the 47 admits received COGME's (74%)

APPENDIX VI

Recommendations of the Admissions Committee to the Admissions Board

Recruiting

1. The School should assign the responsibility for planning and coordinating the recruiting efforts for women to one person in the Admissions Office.

2. The School should continued to attempt to attract more women with significant work experience to the MBA Program. We encourage the Admissions Board to continue its policy of strengthening the role of women on the College Relations Committees and annually send a letter similar to the one sent recently, a copy of which is attached, to new HBS women graduates.

3. Those recruiting women, like those recruiting members of minority groups, should be especially sensitive to the different consciousness of that group. A discouraging and/or cold stance will frequently be perceived as hostile or discriminatory; the perception of hostility, even where none is intended or implied, will have a more seriously adverse effect on particularly sensitive groups and is therefore inappropriate to the School's desire and intention to treat all candidates equally.

Interviewing

4. The same factors which apply to recruiting styles apply also to interviewing. The Admission Director should take whatever action is required to be able to assure the committee that women are not subject to interview comments or questions which they perceive as hostile or discriminatory.

Admitting

5. The Admissions Board should continue its traditional policy of having a woman on the Admissions Board.

6. If the ratio of admissions to applications of women in any one year varies from the ratio of admissions to applications of men, the Admissions Board should provide an explanation to the Admissions Policy Committee.

7. Standards for admission of women to the MBA Program should be equal to the standards for the admission of men, with the understanding that <u>equal</u> does not necessarily mean <u>identical</u>.

APPENDIX 2

Faculty Career Seminar Series

Summary of

Sessions Held, Fall 1972

Date	Subject - "Careers in"	Professor	Attendance
October 4	Investment Banking	Bertrand Fox Samuel Hayes	300
October 11	Commercial Banking	Charles Williams	170
October 12	Retailing & Wholesaling	Walter Salmon	70
October 13	New Ventures/Small Companies	Patrick Liles	170
October 16	Real Estate/Urban Management	Howard Stevenson John Russell	170
October 17	Public Service	George Lodge	50
October 18	Consulting	Richard Vancil	160
October 25	Corporate Finance	Gordon Donaldson	135
October 27	Advertising & Sales Management	Stephen Greyser Benson Shapiro	41
October 27	Investment Management	Robert Glauber	120
October 31	Manufacturing	C. Wickham Skinner	43
October 31	Industrial Marketing	E. Raymond Corey	40
November 2	International Business	Ralph Sorenson Robert Stobaugh	63 -
		Total	1612

APPENDIX 3

To: Placement Advisory Committee

From: Betty Jerrett

Re: Summary of Survey of HBS Club Presidents:
CLUB PLACEMENT ACTIVITIES

1. Direct Mail Campaigns

Real Estate Club: Letters to 400 companies in real estate and land development; list is maintained by Club and available to Club members only; second-year only.

International Business Club: Extensive direct mail campaign to own list, operated at Club expense; first-year summer jobs only.

Small Business Opportunities International: Employing "shotgun" techniques in direct mail efforts: have 40 Club members researching areas such as Chambers of Commerce, Rotary Clubs, Trade Organizations, etc., to compile list; plan to mail letters over Christmas informing organizations that HBS MBAs are interested in small business and asking for referrals.

Public Affairs Club: Letters to selected federal, state and local agencies, non-profit organizations, and regional councils to inform them that HBS MBAs are interested in the public sector; enclosing standard Placement Office forms for submitting job opportunities.

Women's Organization: Letter under John Steele's signature included in Placement Office mailing to 300 on-campus recruiting companies; letter notes that "there are a number of women candidates in the Harvard MBA Program;" plan to send additional letters to selected companies in January.

Afro-American Student Union: Compile and send book of resumes to firms indicating special interest in equal employment opportunities.

United Mexican-American Students: Plan to send letters to selected companies.

European Club/British Clubs: Joined forces this year for placement activities; sent letters under John Steele's signature to 400 companies in Britain and 500 companies on the Continent, letter is an informational effort noting that there are a number of MBAs from abroad who plan to return for employment.

Australian Club: Sent letters to 100 most important companies and alumni in Australia offering resume book of Australian MBAs from all U. S. schools.

Canadian Club: Purchased list from Dun & Bradstreet of 1000 canadian firms; plan to send letters along with book of resumes of Club members who plan to return to Canada.

Southwestern Club: Sending personal letters to alumni clubs asking for referrals.

II. Job Opportunity Referral Systems:

A. Post Opportunities on Club Bulletin Board:
Afro, Canadian Club, International Business Club, European/British Clubs.

B. Book maintained in Placement Office, available to all students:
New Venture Club

C. Book maintained for Club Members Only:
Real Estate Club, SBOI

D. Channel all requests through Placement Office:
Public Affairs Club, European/British Clubs (except for off-season exceptional requests)

E. Informal Systems, i.e., grapevine:
Women's Association, Australian Club, Management Systems Club, Southeastern Club, Real Estate Club

III. Public Relations Activities:

SBOI: Solicits articles in national press, e.g., Wall Street Journal, New York Times, Time Magazine, informing public that HBS MBAs want small business opportunities.

Public Affairs Club: Hopes to place articles in journals and magazines, such as "Public Administration Quarterly," noting that MBAs want public sector opportunities.

IV. Other Activities:

Women's Organization - special counseling available; supplementary Interview Success Skills Program planned for second-year students.

Afro-American Students Union - special counseling available, assistance with resume preparation; circulate "market trends" news letter to Club members only.

SBOI - may charter planes for spring vacation to enable Club members to explore small business opportunities west of Mississippi; send Club members out for personal visits to recruit job opportunities.

New Ventures Club - Compile questionnaires from all Club members and compile book to facilitiate joint efforts.

European/British Clubs - make arrangements for Club members to meet with executives from abroad during off-season.

APPENDIX 4

AFRO - AMERICAN STUDENT UNION

OF

GRADUATE SCHOOL OF BUSINESS ADMINISTRATION

HARVARD UNIVERSITY

SOLDIERS FIELD
BOSTON, MASS., U.S.A. 02163

AFRO-CAREER DAY THURSDAY JANUARY 18, 1973 MELLON LOUNGE

Note .... Afro-Career day is open to all minority students regardless of financial status in Afro.

On the 18th of January 1973 from 1-5:30 P.M. in Mellon Louge and from 5:30-7:30 P.M. in the coffee shop. 17 Black HBS Alumni will hold a panel discussion on career opportunities for minority students.

Among the topics they will discuss will be:

- What job opportunities are presently available for Blacks with the companies that the Alumni represent.
- Why the Alumni chose the jobs they did.
- What types of offers the Alumni received.
- What type of environments they are now working in.

Company Participants

1. The Auditorium
2. Boston Financial & Technical
3. Burham Securities
4. Colgate Palmolive
5. Cresap, McCormick & Paget
   Ford Foundation
6. Jewel Tea Co.
7. HBS Club of New York.
8. ITT
9. Lybrand Moss Montgomery
10. Maryland Housing
11. McKinsey & Company
12. Polaroid
13. Procter & Gamble
14. Sun Oil Co.
15. Supermarkets General Co.
16. Tuesday Magazine

Tentative Schedule:

1:00-2.30 P.M. - Alumni at lunch and available in the Afro Room and in Mellon Lounge for informal discussion.
2:30-3:00 p.m. - Opening remarks for the formal meeting in Mellon Lounge.
3:00-3:30 P.M. - General remarks by selected Alumni.
3:30-5:30 P.M. - Question and answer period by career objectives.
5:30-7:30 P.M. - Dinner and further discussions.

Coming	Discipline	Name	Company	Location
	Consulting	Fred Stevens	McKinsey	Washington, D.C.
	"	Fred Poelnitz	Lybrand Ross	Philadelphia, Pa.
	"	Bill Hall	Cresup McCormick	New York City
	"	Sandra Henderson	ADL	Cambridge, Mass.
	Internal Consulting	Kelly Jacobs	ITT	New York City
	" "	Ed Willis	Alliance Enterprise (Sun Oil)	Philadelphia, Pa.
	Real Estate	Floyd Grayson	Maryland Housing	Columbus, Md.
		Woody Britain	Paine Weber Jackson & Curtis	Boston, Mass.
	Production	Matt Augustine	Polaroid Co.	Cambridge, Mass.
	Non-Profit	Les Porter	Ford Foundation	New York City
	Marketing	Bob Green	Colgate Palmolive	New York City
	Marketing/ Corp. Finance	Nominee Robinson	Barnum & Co.	Chicago, Ill.
		Fred Hughie	Tuesday	New York City
		Grover Walker	EXXON	Los Angeles, Calif.
		Harold McCray	Clorox	San Francisco, Calif.
	Retailing	Bob Howard	Jewel Tea Co.	Chicago, Ill.
	Entrepreneur/ Black Business	Dick Brinson	Auditorium	Cambridge, Mass.
	Computer Science	Crawford Spooner	EDS	New York City
	Ins/Black Business	Ed Martin	No. Carolina Mutual	Atlanta, Ga.